

The History Teacher's Magazine

EDITED UNDER THE SUPERVISION OF A COMMITTEE OF THE AMERICAN HISTORICAL ASSOCIATION.

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The War and History Teaching in Europe

BY ALBERT E. MCKINLEY.

It is a commonplace to say that the war has had a great influence upon the schools of Europe. We are all familiar with the destruction of school and university property in the actual field of battle; we know, too, that school property has frequently been put to military uses, and that university laboratories have been turned over to semi-military experimentation. There has been a withholding of funds from many educational enterprises; London's educational budget was reduced by four and a half million dollars, and Mr. Carnegie's United States Steel bonds given to Scottish foundations, have been exchanged for British national bonds.

The student body has been drawn upon heavily for war purposes. The universities throughout Europe have lost by far the greater part of their students, in some cases those in attendance equalling only one-fifth or one-tenth of the normal attendance. The great English public schools, the French lycées, the German gymnasias, and secondary schools throughout Europe have in some cases given all their upper class students to the war. Even in the elementary schools, laws for compulsory school attendance and prohibiting child labor, have been almost universally ignored; in England alone between 150,000 and 200,000 children, who should by law be in attendance at school, have been released for war purposes. Boys and girls are receiving four or five times the wages before the war, they are spending freely, and succumbing to the temptations of their new freedom. Statistics of juvenile crime from Germany and England show an alarming increase in the number of young culprits.

School and college faculties have been depleted even more than the student body. Able English and French scholars of Greek, have been sent around to Salonica to act as interpreters. Educational journals print long lists of the names of teachers and professors who have fallen in the war, one number of a German periodical containing over six hundred names of educational workers who had met the "Heldentod." Perhaps a more serious loss than that from actual death among teachers, has come about by the withdrawal of thousands of teachers from their life-occupation to fill administrative, clerical and military positions. As a result of these drafts upon the teaching force, the schools and higher institutions are poorly and inadequately manned.

Not only have the educational systems of Europe suffered in material equipment, and in the numbers and character of the students and teachers, but these

systems also have been subjected to a severe popular and administrative criticism. In England the loudest attack has been made upon the so-called impractical purely cultural character of the educational system. The German methods of teaching science and encouraging research have been held up as models. Objection has been made, too, to the disjointed character of the educational system of England. Many suggestions have appeared looking to securing greater co-operation between the elementary schools, the public schools, the private institutions, the universities and governmental training schools. Proposals for changes and reconstruction of school curricula have been common in all the countries at war. Such changes almost always look toward the strengthening of the work in science and technical training; while the classical languages, ancient history and liberal branches are called upon to surrender part or all of the time previously given to them. The English universities accept six months military service in lieu of compulsory Greek; the same language has lost its position in the Russian higher institutions; and a strong demand exists in Germany for its curtailment. Teachers of the classics and of cultural branches have been compelled to take united action to protect the position of their subjects. European school systems, especially in England and Germany, are becoming more democratic under the influence of the reformers. The education of girls receives more attention, and children from poor families will have more opportunity to enter institutions of higher learning.

History has occupied a large place both in the changed education of war times, and in the plans for reconstruction after the war. Looking now at the actual effects of the war on history teaching in foreign schools, we may note three principal influences: First, the teaching of the war itself; second, the emphasis in schools upon patriotism and national sentiment; and third, the shifting of interest from ancient to modern, particularly, nineteenth century, history. A most interesting account of the study of the war, its causes, incidents, and possible results, is to be found in the report of a French educational inspector who writes in the *Revue Pédagogique* (June, 1915).

The writer of this article had abundant opportunity while on his journeys of inspection in the Department of Finistère and from reports made directly to him, to learn the actual facts. He arranges these facts under the several subjects of instruction showing how the war is being made use of as an educational ma-

material for almost all subjects in the curriculum, from formal morals, on one hand, to arithmetic on the other.

With enthusiasm he says teachers and scholars enter into the class in morals. There is no longer need of books, the material of the subject lies all about them; it is in the trenches at the front; it is found in these Breton villages in the departing regiments, in the armies where they are equipped, in the vacant fireplaces, in the works of charity performed by all. A letter comes from a teacher in the army; it is read, and forms a lesson in morals. A young Belgian girl joins the class, the little martyr must tell her story of suffering. A scholar's uncle has been named for a military decoration; again material for a lesson. A soldier's funeral takes place in the village; the school children attend and sing patriotic songs. A wounded soldier comes to the school on an errand while the pupils are at recess. At a signal from the teacher they form in double line at the entrance, salute the soldier, who seriously returns it. Then he gives an account of his campaign, taking the children to Belgium, retreating with the French army, and suddenly exclaims "We have come near to Paris, my children, and one great morning we said to the Germans, 'Halt! You shall not advance farther!'" This is the glorious battle of the Marne where the French soldiers conducted themselves as heroes. In that battle I was wounded." He raises his cloak, opens his clothing and shows the wound in his chest. "That is why I walk as an old man, carrying a cane, and salute with my left hand." No wonder that the next morning's lesson in morals was spirited, that all wished to take part in it, and that the teacher scarcely recognized his class. Formal arrangements of lessons based on such material have been presented to the teachers, who have responded enthusiastically. In visiting one school, the inspector found apples, pears, nuts, and tidbits in a corner of the hall. The pupils had saved their daily lunches, and on Sunday the teacher and a delegation of pupils visited the hospitals and distributed to the soldiers these dainties of which they had deprived themselves.

Similar means have been taken to rejuvenate the study of civics, although this inspector cannot report as yet satisfactory results in all cases.

In the work in history there have been two new movements, both of which have been encouraged by official action. The first of these is the formal study of the war itself. This has been carried on in many ways and with varying success according to the ability of the teacher and equipment of the school. Daily newspapers and illustrated weeklies as well as official documents are used to familiarize the pupils with the progress of events. Outline maps and charts furnish a background for marking each change of battle scene. M. Duval has worked out plans for the consecutive study of the war from its opening causes down to the most recent events.

Instruction in history has been influenced also by the desire to explain to the pupils the development of politics and industry in the nineteenth century and

to show how the present situation came into being. To accomplish this we are told there must be frequent comparisons between the past and the present; all the happenings of the past must be used to make plain the present. The trench warfare of Cæsar against Vercingetorix at Alesia is compared with modern trench warfare; the barbarian invasions of the fifth century with that of 1914; the campaign of Attila and the German campaign of 1914; the feudalism of old France with the modern feudalism of Germany; English enmity toward France in the Hundred Years' War with the present Entente; early artillery with that of the present; and so on. One principal writes that the history of France shows that she has always been menaced by foreign invasion, yet has always found her Du Guesclins, her Joan of Arcs, her Bayards—brave Frenchmen and brave Frenchwomen to save the country from danger. "This idea," says our inspector, "is excellent. It ought to be carried out as a crusade."

In his latest instructions to his subordinates the inspector urges also the study of the history of France's allies and of her enemies that the students may realize how England, the former enemy has become a friend; and how Prussia has always been antagonistic. Finally for the history teacher comes the advice to encourage students to keep notebooks upon the war, containing on the left hand pages extracts from letters, general accounts, and contemporary poetry, while on the right hand pages a connected narrative of the war would be constructed. Such scrap books and notebooks would be read, reread, and consulted not only by pupils but by all the members of their family.

In geography classes the war areas are studied in detail, particularly those within the French boundaries. Maps and pictures are used extensively and also multigraphed maps and other material.

It is, however, in classes in the French language and composition that the instructions of the supervisors respecting the teaching of the war, have been carried out by the teachers most faithfully. Here, in dictation and composition, current events are used most successfully; and students are taught to recite the best and most stirring examples of current literature on the war. Among the topics so treated are: How the Prussian Guard Was Decimated; An Heroic Peasant; The Life of Our Soldiers in the Trenches; To the Soldiers of France; A Convoy of German Prisoners in Brittany; The Two Patriotisms; Appeal to the Children of France; A Letter to One Who Has Not Received It. There has been, too, a revival of interest in older patriotic writings, such as: The French Soldier (by Voltaire); The Death of Turenne (by Serigne); Yes, My Colonel (by Chevert a Prague); France in Danger (by E. About); The Cavalry Charge at Waterloo (by V. Hugo); Patriotism and Humanity" (by Bersot). Pupils are encouraged to write about everything which happens in the home, the school, and the village; it may be grandmother's remarks on the newspaper, or father's letter from the front, or a visit to a wounded soldier, or a

letter written by the pupil to a relative or friend in the trenches. Sometimes the subject is more imaginative, as when the pupil is asked to comment upon the action and reply of a soldier who gave his knapsack as a protection to his superior officer with the remark, "I do not count; but you, you are of value to all the rest of us."

In a similar fashion the war has entered into the instruction in other subjects. Manual instruction for girls is directed toward objects useful in the war. In the physical and natural sciences new or more precise information has been given to classes about antiseptics, drinking water, conductivity of heat and the best forms of garments for protection from cold, the absence of epidemics in 1914, the making of explosives; the manufacture of cannon, the principles of trajectories, the soldier's food, and the influence of alcoholism.

Even into the arithmetic class the war has entered in some schools. How long will it take a battleship to overtake a steamboat, if each moves at a certain rate? or how long can a besieged garrison subsist if its rations are cut down to a certain percentage of the usual ration? or how long will it take a party of engineers to dig a trench which ought to be completed in eight days when all work sixteen hours a day, if, after three days of work, a certain number fall ill, and the remainder are able to work only twelve hours a day?—these and similar problems keep alive even in pure mathematics the "ton du jour."

Detailed study of the war is not confined to one section of France, nor to France alone. A circular of the French ministry of Public Instruction states the principle that "the rôle of education at the moment [is] to second the French armies by informing the boys and girls of France why their country [is] fighting—for what past, for what future, for what ideas." In England we are told by Lord Selborne that "in some form or other the war has thoroughly permeated the elementary education of the country and the causes of the war have been most thoroughly explained to the children all over the land." Specific instructions for the teaching of the war in higher schools, as well as in elementary schools, have been issued by the educational authorities of England, France, Prussia, Saxony, Wurtemberg, Hungary, and probably by other states of Europe.

In the second place, the war has created a demand for instruction in national patriotism. We have had newspaper accounts of the "morning hate lessons" of the Germans, and most of us have heard the story of the class of German children, who, in responding to the query what country they hated most, replied, America! A recent despatch through London [!] gives the text of some new German "hate-songs." Such cases can not be taken as typical, but it is certain that the war has often displaced internationalism by a deep and intense, but very narrow nationalism.

The change in this respect is most worked in England, where, previous to the war, there was very little formal instruction in patriotism. France and Germany, as Mr. Jonathan French Scott has recently

told us so well, have for years consciously trained their young people in the duties of citizenship. They have taught the Hohenzollern tradition on one side of the Rhine, and the necessity for regaining Alsace and Lorraine on the other side of the river. In England the citizen has been expected unconsciously to become a Britisher. As the "New Statesman" said recently, "One's country ought not to be turned into a golden calf, or any other sort of a calf. Rather it is something living and real, without which we seem but guzzlers and beggars, without home, without lineage, without sun. It is created of the air and the earth, and all those ideals and experiences which transfigure the lives of men. To love it is as natural as to be happy. To serve it is as natural—and as difficult—as to be honest or gentle or agreeable or virtuous. But to schoolmaster small boys and girls into this love and service is almost as superfluous as to hector them into loving a perfect mother, or to lecture them into a taste for honey or wild strawberries."

This has been the past attitude of the Englishman, but the war has witnessed a demand from school authorities, from upper class statesmen and members of the House of Lords that patriotism be taught in the elementary schools.

The Board of Education in several circulars, the London County Council Education office, various Teachers' Associations and the Welsh Board of Education have all pronounced strongly in favor of the use of the schools in the teaching of the war and of patriotism.

In addition to magazine articles many books have been issued to assist in the formal teaching of patriotism and civics. An interesting one of these is by Stephen Paget, entitled, "Essays for Boys and Girls; A First Guide Towards the Study of the War" (Macmillan Co., London, 1915). At the outset the pupil's interest is aroused as follows "In all your study of the war, make this your first and foremost thought, that the war is for you. It is you who will enjoy the new order of things when the war is done. Your countrymen are giving their lives for their country; it is your country, and in it you will pass your life. Our dead have died for you. . . . It is you who will find this world better than they found it. You will live in peace, because they died in war: you will go safe and free, because they went under discipline, and into danger, up to the moment of their death. You will have a good time, because they suffered. To you, who gain by their loss, and whose life is made comfortable by their lives laid down, comes the question, from countless little wooden crosses over graves in France and Belgium and Gallipoli, and from all the unmarked graves of the sea, *Is it nothing to you?* Why, the war is your war. You will enter into all that it achieves, and inherit all that it earns; and the miseries of it will be the making of your happiness. There are many good reasons why a man should fight for his country; but they come to this one reason, that he is fighting for the future of his country. You are the future. We older people so soon will be gone: you will stay here, you for whom your countrymen to-

day are in the toils of this war. You are the future, we are the past. We have lived in a world which you never saw; and you will live in a world which we shall never see."

Upon the moral value of the war we have the following most remarkable teaching: "But, oh, ye carefully brought-up boys and girls, bless ye the Lord, praise Him, and magnify Him forever—see them now, what the army has done for them; how it has set them up, body and soul, brought out the best in them, stamped out the bad in them. . . . That is the grace, or magic, of discipline: it is able to make out of a man, a different man, not that the navy and the army are the only kingdom of discipline. We go under discipline at school, and at home, and in the competition of business, and in all times of illness or failure, and so forth. But in the navy and army, these three, Discipline, Obedience, Loyalty, are enthroned on every hour of the day's work, inseparable and insuperable; great in peace; greatest in war. And when we think what our sailors and soldiers are . . . we can believe that where Discipline, Obedience, and Loyalty are, there God is. . . . It is just the plain fact that the war is making a better nation of us. . . ."

In the pamphlet issued by the Welsh Board of Education entitled "Patriotism" we have the following: "The British Empire—'our country' in its widest sense—does not consist of subjugated nations; it is the home of free peoples: therein lies its strength and the ground of our pride in it. We must see to it that we keep it free: we must strive to make it better."

"Bullying, blustering, swaggering behaviour to other nations [is] just as objectionable to them as the big bully's conduct in school is to his school companions. The Germans' 'Hymn of Hate' is unworthy of any great nation.

"A hundred years ago our fathers had to face a terrible danger—as we do now—that of seeing their liberties swept away by Napoleon, whose armies threatened Europe as Germany's do to-day. They rose up and fought until they won, and, by their sacrifices, they gave their children and grandchildren safety for a hundred years. It is now our task to do the same—our fathers' voices are calling to us 'We did it for you—you do it for your children'; that is why we are at war now. These hundred years of security, for which our fathers paid a heavy price, have given us increased wealth and comforts which we have enjoyed in the past—great books have been written, schools and colleges have been founded, inventions and discoveries have transformed our life, arts have flourished, civilization has spread, with all its accompanying advantages. We must not, however, forget that honor and freedom are above all these."

In the third place history teaching has been greatly influenced by a desire to understand the causes of the present war. As an aid to this a greater emphasis is demanded upon recent history, upon the study of modern languages, and the continual use, even of ancient history and the classics, to elucidate the present. One German writer would have German chil-

dren study modern languages, even English, so they can understand the lines of "Rule Britannia,"

"All thine shall be the subject main,
And every shore it circles thine."

Another would study modern history, even that of England, in order to learn her means of attaining imperialism. The movement is seen in France and England, but particularly in Germany. "Vergangenheit und Gegenwart," the history teacher's magazine of Germany has been crowded with articles discussing *pro* and *con* the values of recent history (see Vols. IV, V, VI *passim*). To obtain time for regular class-work in the history of the nineteenth century—and several official instructions have enjoined such study—other subjects must, it is said, be sacrificed. Time should be taken from ancient history, medieval history, the classical languages, and even mathematics, in order to find room in the curricula for modern history. It is even said that there should be less of Prussian dynastic history, and more of German nationalism, more of the history of other states, more of international relations, more of modern imperialism. Thus in the countries at war, the struggle has brought demands for far-reaching changes in the school curriculum. These demands, only in part satisfied thus far, seek a more practical education, and more instruction in science; less of classical culture and less of ancient and medieval history; in Germany, less of dynastic reverence; and in Germany and England, more of national patriotism; more training in industry and economics; and an appreciation of the present obtained through the study of national civics and of recent history.

An English view is shown in the following quotation from "Science Progress," (January, 1916, p. 277):

"The nation is waking to the tremendous part that applied science is playing in the war. Does it yet realize that in the industrial and commercial struggle that must inevitably follow the war, science will play an equally important part? If we are adequately to meet the needs of the future, we must educate in natural science a larger proportion of the youth of the nation than we have done hitherto. This is essential in order to make good our deficiencies in the past and to replace those who fall in the war."

It is to be regretted that we cannot here review the influence of the war on archaeology, on historical research, on historical literature and publications, and in other departments of art and culture. One more quotation will show how far even England has advanced from pre-bellum days. Sidney Low, writing in the "Fortnightly Review" for February, 1916, says concerning the historians of the past century:

"We have to understand, that the quiet pool into which the [19th century historians] had drifted, ruffled only by the bloodless contests of the polling booth and the platform was no more than a resting place in that epic of recurring struggles, and passionate enmities, and clashing ambitions, which is the story of mankind.

"I have sometimes wondered whether this tranquil confidence is more than a reflection of the peaceful atmosphere by which so many leading writers of that period were surrounded. Surely there never was a group of literary workers who spent their lives in such enviable calm. Tennyson, Browning, Grote, Mill, Buckle, Herbert Spencer, Ruskin, Froude, Freeman, Stubbs, Matthew Arnold, Swinburne, Walter Bagehot—what prosperous, respectable, unworldly-fortunate persons they for the most part were! These bankers, and bishops, and country gentlemen, these sons of wealthy shipowners and wine-merchants, these well-placed civil servants, in their decorous middle-class domesticity—no wonder they found it easy to take sane and temperate views! No wonder they wor-

shipped a 'sweet reasonableness' and looked from the windows of their admirably furnished libraries, upon a world which they hoped had almost finished with the old barbaric violences, the inconvenient crudities of the past.

"... on the whole what a stable, guarded country it must have seemed, especially to people with good regular incomes. One has only to contrast it with the more agitated *milieu* in which we pass our perturbed days. Arnold would have found even less 'freedom to grow wise' if his literary labors had been liable to be interrupted by a Zeppelin bomb dropped at his front door, or his pleasant Continental holidays diversified by internment in a German prison-camp."

The Minnesota History Teachers' Syllabus

CONTRIBUTED BY C. B. KUHLMANN, CENTRAL HIGH SCHOOL, MINNEAPOLIS.

At the 1914 meeting of the Minnesota Educational Association the history teachers of the State decided to make an effort to more thoroughly standardize the history work in the high schools of the state. For this purpose a committee was appointed which was to outline courses and prepare a syllabus. This committee, which was made up of Profs. A. C. Krey, A. B. White and W. S. Davis, of the University of Minnesota, Assistant Superintendent W. H. Schilling, of Duluth, and Dr. O. M. Dickerson, of the Winona Normal School, presented its outline of courses at the 1916 meeting at which it was unanimously approved by the teachers present. It is expected that the syllabus itself will be published early in the fall. In view of the agitation which is going on all over the country for a revision of the high school history courses, teachers in general will be interested in the program of this Committee.

The Minnesota schools generally have followed the program of the Committee of Seven. It is true that only the larger schools of the State have found themselves in position to offer four years of history and many of the smaller schools can offer modern and United States history only in alternate years, but in the main the Committee of Seven report was followed, not only in the arrangement of courses, but in aims and methods as well. It is true that the development of vocational courses has, in our larger high schools, caused a revival of the one year course in general history as an introduction to courses in commercial and industrial history, but the number of schools offering these courses and the number of students taking them is not large enough to give their statistics a place in the State High School Inspector's report. Three years of history—if we include civics under that term—ancient to 800, medieval and modern (including English), and United States history and civics has been the program offered by practically all Minnesota high schools. Modifications of this plan have been confined almost wholly to such slight variations in the

content of the courses or the treatment of the subject matter as the individuality of the teacher—or superintendent—might suggest. To keep these innovations within reasonable bounds in history as in all other subjects, a committee of high school superintendents drew up the "Suggested Outlines for Study Courses in Minnesota High Schools" which was published by the State Department of Education in 1913.

History in the Minnesota schools has held its own pretty well. For the twelve years from 1908 to 1915 we even find a slight increase in the percentage of students enrolled. On an average, for the twelve years, in every one of our high schools, 24 per cent. of the students were taking ancient history, 11 per cent. were taking modern, 6 per cent. English history and 8 per cent. United States. If to these we add the courses in civics and economics we would find that more than 60 per cent. of the students are taking work in the social sciences. Looking at it from another standpoint, however, we note that the average pupil is taking history in the high school only about half the term. He has not for twelve years taken more than two years work in history. With conditions as they are it is unlikely that he will ever find time to take more.

There are of course many factors which tend toward a change in the history curriculum. The development of historical knowledge in the last decade and a half, the still greater development of the methods of teaching history, the change in our opinions as to what constitutes history, all made a re-outlining of the standard courses desirable. And while there have been these great changes in the study, we have still greater, and more far-reaching changes in the high school itself. The increase in membership, the change in organization, the changes in aims and objects of its courses, are all changes which the history program must take into account.

To get some idea of the attitude of the Minnesota schools on the present program, a questionnaire was

prepared and sent out to the high school superintendents of the State. There has been so much criticism of established courses, especially from the administrative side of the schools, so many proposals for radical changes, that the results were rather a surprise to me. They go to show, I think, that in our State the average superintendent is essentially a conservative. He is fairly well satisfied with present conditions and is inclined to make haste slowly with proposals for radical change. There are many things he would like to see improved, of course, but he is not a revolutionist.

To begin with, he sees no reason for offering four "blocks" of history when the average student takes only two and very few take more than three years work. Out of 91 schools replying to the question asking how many courses should be offered, only 19 wanted a four year course, while 58 preferred a three year course. When asked if there should be an increase of the time allotted to civics—a very pertinent question in view of the present day agitation for community civics, etc.—only 27 replied favorably while 53 answered in the negative. They were nearly unanimous on the proposition that history should be so taught as to give greater emphasis to social and economic aspects of development (78 for, 6 against), but only 12 were in favor of a separate course in economics as compared to 57 against. Even on the question of extending the time allotted to modern history there was great difference of opinion, 40 voting in favor of it and 44 against. On the correlative proposition of decreasing the time allotted to ancient history they seemed to be almost as evenly divided, 35 being in favor of the decrease and 24 against. Finally they were asked to rank the various courses in the order of their importance for the majority of students and it was found that American history was considered most important, modern second, ancient third, English history fourth, with commercial and industrial history at the bottom of the list.

With this situation as a basis the Committee proposed the following changes in the history courses:

1. Introductory Course: Ancient History to 1500 A. D. First semester: Ancient History to the time of Constantine. Second semester: From time of Constantine to c.1500 A. D. (Important phases of English history to be included.)

2. Modern History—including English—1500 to the present. First semester: 1500 to 1815 A. D. Second semester: 1815 to the present. (In both semesters increased attention to industrial, commercial and colonial development.)

3. American History. (A year course urged as necessary.) If only one semester can be devoted to the subject, the course shall begin with the Revolution.

4. Industrial and Social Development. A. The content of the whole history program to be so revised that there shall be throughout a proper proportion of economic and social to political and constitutional history. B. Also in the selection of reading, a specific

list of duplicate references on economic and social history to be included.

5. Supplementary Reading. The supplementary reading references to be so arranged that they shall afford not only additional information, but also systematic training in gaining accurate information. This shall be done by a progressive series of problems.

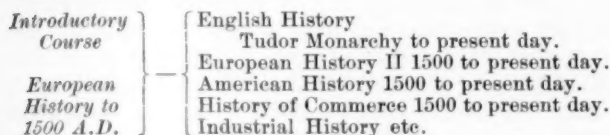
When the essentially conservative character of the Minnesota Superintendents is considered, and with it the fact that this syllabus is to be used mainly by the great mass of the schools, whose needs are essentially the same, it is not surprising that the committee was not inclined to consider any revolutionary changes in program. They felt it would be wiser to leave out of consideration, on the one hand the relatively small number of schools that were mainly concerned with the preparation for Eastern Colleges and on the other, the group that desired history courses designed to fit distinctively vocational needs. Because civics in our State has come to be a distinct and separate course not only in aims and methods, but more especially in its teaching personnel—civics also is to be omitted from the syllabus. On the other hand, the Committee was willing to recognize the demand for a greater emphasis on social and economic phases of history. They are preparing to outline some very great changes in the matter of handling supplementary reading. They are urging increased time for American history, which the teachers of the State demand.

The big question the Committee had to answer was the one relating to the division point—for the work of the first two years. Any date is of course a more or less arbitrary one, chosen for convenience sake. Many dates have been chosen at one time or another to mark the dividing line between ancient and modern history and not every history teacher is satisfied that the choice of the Committee of Seven was a particularly happy one. But while the Minnesota Committee were willing to emphasize modern history even at the expense of ancient, they were not prepared to go as far as the N. E. A. Committee which selected 1600 or 1700 as the date—not to speak of text book writers who want to carry the first year's work down to 1750. They felt that this would place too great a burden on the first year teacher. It was bad enough to add the period from 800 to 1500 in European history to her field without also insisting on her teaching American colonial history.

The date 1500 appealed to them in many respects as a desirable compromise. It would allow a greatly increased emphasis on the modern period without such an enormous increase in the work of the ancient-history teacher. The date 1500 would be of advantage because it does actually mark changes which even the most immature high school student may grasp, between ancient and modern times. The great characteristics of modern civilization, freedom of thought, freedom of religion, constitutional government, the development of the new world, are just developing. The strong national states of the present day have

just arisen. The Renaissance is not yet ended—the Reformation just beginning.

For the history program as a whole the division point affords some distinct advantages. For those who wish to emphasize modern history we may point out that the great movements just referred to can by this division be studied from their beginnings—which could not be done if they adhered strictly to the 1700 or 1750 date. By putting the division point at 1500 we will have a single line of development followed in the first year course from which all the following courses will diverge. We may represent the idea by means of a diagram thus:



The comparatively few schools that continue to offer English history have usually a semester course. In that time it would be folly to try to cover the whole field—much better to leave the beginnings to the introductory course in history and begin the English history proper with the Tudor Monarchy. For the American history one can not but feel that the colonial history is too essential a part of our history to have us submerge it in English, or worse still consider it only as a part of general European development of that period. It would be far better to give a whole year to American history and begin at 1500—where the introductory course leaves off. As for commercial and economic or industrial history—the developments in these lines before the beginning of modern times have had so little influence on our commerce or industry that they may safely be omitted. But this is not true of the economic revolution of the 15th and 16th centuries, which the 1700 or 1750 dividing line would logically compel us to omit in these courses. Far better, again, to start the commercial and economic histories at the beginning of modern times—in 1500.

The teacher of ancient history who has found the time all too short to cover the period to 800 satisfactorily may well wonder what she can possibly do when the whole of the medieval period is added to her year's work. But she must recognize that the course will cease to be history in the proper sense of the term. It will become rather an introduction to the study of history. We may well give up any idea of preserving historical continuity in dealing with the Oriental peoples and refer to them only incidentally in connection with the story of the Greek and Romans. Even with these nations the political history will only be the thinnest possible thread. Perhaps this will not be altogether a loss if we are to concern ourselves with past conditions rather than past events as the new history would have us do. If we are to get away from the traditional basis of chronology and politics "and organize our history on the basis the children's own immediate interests, selecting from any part of the past those facts which meet the needs of

present growth," then clearly it will be possible to eliminate much of the material that is usually taught in the first year of history and the organization of this first year's work as outlined by the committee will not be an impossible task.

Periodical Literature

EDITED BY GERTRUDE BRAMLETTE RICHARDS, PH.D.

"English Criminal Law and Benefit of the Clergy During the Eighteenth and Early Nineteenth Centuries," by Arthur L. Cross, in the "American Historical Review" for April, is of especial interest now as giving a historical background for a much-discussed present-day question.

John R. Silliman's article on "Old Mexico and New in Querétaro" (April "Scribner's") is beautifully illustrated by photographs of a little known corner of Mexico. The article itself is one of the most interesting and reliable that has yet appeared.

"Our Foreign-Born Citizens" ("National Geographic Magazine" for February), with its splendid illustrations, is one of the most telling articles on the immigrant in America that has yet appeared.

Ex-President William H. Taft's article on "The Crisis" ("Yale Review" for April) is an argument for changing our foreign policy, for compulsory military training, and for continuing our efforts to enforce peace by means of an organized world peace.

"The Polish Problem," by Dr. E. J. Dillon ("Fortnightly" for March) is an analysis of Germany's relations with Poland, and speculations on the result to Western Europe of an independent Poland.

The Rt. Hon. Sir Charles Hobhouse, M. P., writes on "America and the War" in the "Contemporary Review" for March. This is a continuation of the author's article on the same subject written a year ago. America's attitude toward the war, and toward England, comes in for much criticism, but the policy of President Wilson is unhesitatingly commended.

William E. Dodd writes on "The Social and Economic Background of Woodrow Wilson" in the March "Journal of Political Economy." This is more a study of the President's personal antecedents than of national affairs, although he pays much attention to the sections which have supported him.

K. K. Kawakami's article on Japan and Germany ("Forum" for April) is a good study of affairs and possible alliances in the Orient. He sees in Germany's proposal for an alliance with Japan a desire to "make up" on the part of the German Imperial Government.

"What Shall England Do? The Aftermath of the Social Revolution," by Arthur Gleason (April "Century"), is an attempt to answer two questions, Can the nature of work be ennobled? Can spiritual values be restored to modern life? in the light of the industrial democracy which is arriving in England. Kuno Francke's "The Duty of the German American" in the same magazine defines that duty as doing "whatever he can to secure a fair hearing for the aims and methods of German policies before the court of American public opinion," and to keep his oath of loyalty to this country without condition or reservation.

(Continued on page 151)

Historical Light on the League to Enforce Peace¹

Official View of the Objects of the League

THE PRESIDENT OF THE UNITED STATES.

*First annual assemblage, League to Enforce Peace,
May 27, 1916:*

I am sure that I speak the mind and wish of the people of America when I say that the United States is willing to become a partner in any feasible association of nations formed in order to realize these objects and make them secure against violation. . . .

I came only to avow a creed and give expression to the confidence I feel that the world is even now upon the eve of a great consummation, when some common force will be brought into existence which shall safeguard right as the first and most fundamental interest of all peoples and all governments, when coercion shall be summoned not to the service of political ambition or selfish hostility, but to the service of a common order, a common justice and a common peace.

Diplomatic note to belligerent powers, December 18, 1916:

Each wishes itself to be made secure in the future, along with all other nations and peoples, against the recurrence of wars like this and against aggression of selfish interference of any kind. Each would be jealous of the formation of any more rival leagues to preserve an uncertain balance of power amidst multiplying suspicions; but each is ready to consider the formation of a league of nations to insure peace and justice throughout the world. . . .

In the measures to be taken to secure the future peace of the world the people and Government of the United States are as vitally and as directly interested as the Governments now at war. Their interest, moreover, in the means to be adopted to relieve the smaller and weaker peoples of the world of the peril of wrong and violence is as quick and ardent as that of any other people or Government. They stand ready, and even eager, to co-operate in the accomplishment of these ends, when the war is over, with every influence and resource at their command.

THE LEAGUE TO ENFORCE PEACE

The Warrant From History

PREAMBLE TO THE PROGRAM.

Throughout five thousand years of recorded history, peace, here and there established, has been kept, and its area has been widened, in one way only. Individuals have combined their efforts to suppress violence in the local community. Communities have co-operated to maintain the authoritative state and to preserve peace within its borders. States have formed leagues or confederations or have otherwise co-operated to establish peace among themselves. Always peace has been made and kept, when made and kept at all, by the superior power of superior numbers acting in unity for the common good.

Mindful of this teaching of experience, we believe and solemnly urge that the time has come to devise and to create a working union of sovereign nations to establish peace among themselves and to guarantee it by all known and available sanctions at their command, to the end that civilization may be conserved, and the progress of mankind in comfort, enlightenment and happiness may continue.

PROGRAM OF THE LEAGUE.

THE DEFINITE PROPOSALS.

We believe it to be desirable for the United States to join a league of nations binding the signatories to the following:

¹ Printed with the approval of the World Peace Foundation.

INTERNATIONAL COURT.

First: All justiciable questions arising between the signatory powers, not settled by negotiation, shall, subject to the limitations of treaties, be submitted to a judicial tribunal for hearing and judgment, both upon the merits and upon any issue as to its jurisdiction of the question.

COUNCIL OF CONCILIATION.

Second: All other questions arising between the signatories, and not settled by negotiation, shall be submitted to a council of conciliation for hearing, consideration and recommendation.

SANCTIONS.

Third: The signatory powers shall jointly use forthwith both their economic and military forces against any one of their number that goes to war, or commits acts of hostility, against another of the signatories before any question arising shall be submitted as provided in the foregoing.

The following interpretation of Article Three has been authorized by the Executive Committee:

"The signatory powers shall jointly employ diplomatic and economic pressure against any one of their number that threatens war against a fellow signatory without having first submitted its dispute for international inquiry, conciliation, arbitration or judicial hearing, and awaited a conclusion, or without having

in good faith offered so to submit it. They shall follow this forthwith by the joint use of their military forces against that nation if it actually goes to war, or commits acts of hostility, against another of the signatories before any question arising shall be dealt with as provided in the foregoing."

CONFERENCES TO DEVELOP LAW.

Fourth: Conferences between the signatory powers shall be held from time to time to formulate and codify rules of international law, which, unless some signatory shall signify its dissent within a stated period, shall thereafter govern in the decisions of the Judicial Tribunal mentioned in Article One.

HISTORICAL LIGHT ON THE LEAGUE TO ENFORCE PEACE.

The program of the League to Enforce Peace was drawn up as a practical program. It makes its way in the minds of men and women just because it is practical and possible of realization. It is a reasonable plan, and is so recognized by innumerable American citizens and even by the governments of belligerent nations. To show that such confidence is not based upon untried theories but rests upon a large body of international experience is the purpose of this summary. What use has already been made of the several principles involved in this program? Here is the answer:

PART I.

The First Article of the League Program.

AN INTERNATIONAL COURT.

All justiciable questions arising between the signatory powers, not settled by negotiation, shall, subject to the limitations of treaties, be submitted to a judicial tribunal for hearing and judgment, both upon the merits and upon any issue as to its jurisdiction of the question.

The principle here involved has long been in operation internationally under the name of arbitration. This article contemplates its development into an international court. The extent to which nations are already committed to this practice is most encouraging.

1. The Hague Convention for the Pacific Settlement of International Disputes, signed on July 29, 1899, affirms:

"In questions of a legal nature, and especially in the interpretation or application of international conventions, arbitration is recognized by the signatory powers as the most effective, and at the same time the most equitable, means of settling disputes which diplomacy has failed to settle."

2. The provision was repeated in the revised convention of the Second Hague Conference in 1907, and has been ratified by the following powers:

POWERS RATIFYING ARBITRATION.

Argentina Republic, June 15, 1907	Mexico, April 17, 1901; Nov. 27, 1909
Austria-Hungary, Sept. 4, 1900; Nov. 27, 1909	Montenegro, Oct. 16, 1900
Belgium, Sept. 4, 1900; Aug. 8, 1910	Netherlands, Sept. 4, 1900; Nov. 27, 1909
Bolivia, June 15, 1907; Nov. 27, 1909	Nicaragua, June 15, 1907; Dec. 16, 1909
Brazil, June 15, 1907; Jan. 5, 1914	Norway, Sept. 4, 1900; Sept. 19, 1910
Bulgaria, Sept. 4, 1900	Panama, June 15, 1907; Sept. 11, 1911
Chile, June 15, 1907	Paraguay, June 15, 1907
China, Nov. 21, 1904; Nov. 27, 1909	Persia, Sept. 4, 1900
Colombia, June 15, 1907	Peru, June 15, 1907
Cuba, June 15, 1907; Feb. 22, 1912	Portugal, Sept. 4, 1900; April 13, 1911
Denmark, Sept. 4, 1900; Nov. 27, 1909	Rumania, Sept. 4, 1900; March 1, 1912
Dominican Republic, June 15, 1907	Russia, Sept. 4, 1900; Nov. 27, 1909
Ecuador, July 3, 1907	Salvador, June 20, 1907; Nov. 27, 1909
France, Sept. 4, 1900; Oct. 7, 1910	Servia, May 11, 1901
Germany, Sept. 4, 1900; Nov. 27, 1909	Siam, Sept. 4, 1900; March 12, 1910
Great Britain, Sept. 4, 1900; Nov. 27, 1909	Spain, Sept. 4, 1900; March 18, 1913
Greece, April 4, 1901	Sweden, Sept. 4, 1900; Nov. 27, 1909
Guatemala, June 15, 1907; March 15, 1911	Switzerland, Dec. 29, 1900; May 12, 1910
Haiti, June 15, 1907; Feb. 2, 1910	Turkey, June 12, 1907
Italy, Sept. 4, 1900	United States, Sept. 4, 1900; Nov. 27, 1909
Japan, Oct. 6, 1900; Dec. 13, 1911	Uruguay, June 17, 1907
Luxemburg, July 12, 1901; Sept. 5, 1912	Venezuela, June 15, 1907

3. Arbitration, in order to be appreciated, as a pacific force, must be considered from several points of view.

I. ARBITRATION CASES, or the trial of actual controversies submitted to tribunals chosen by the disputants;

II. ARBITRATION TREATIES, providing for this method of settling international disputes;

III. ARBITRATION COURTS, which, owing to the success of arbitrations and the negotiation of arbitration treaties, have made great headway in the past twenty years.

I. ARBITRATION CASES.

The settlement of disputes by arbitration has become well known since the famous Jay treaty of 1794 between the United States and Great Britain. That treaty, however, simply reintroduced the principle into practice, for arbitration had been employed extensively by the ancient world and in Europe, after the collapse of the Roman Empire. A partial list of arbitrations by periods follows:

TABLE OF ARBITRATIONS.

Ancient Greece, 425-100 B.C.	82 ²
Medieval and Modern Europe, 800-1794, at least	200 ³
Modern Period, 1794-1900	477 ⁴
Hague Period, 1900-date, at least	200 ⁵
Total	959

II. ARBITRATION TREATIES.

Definite agreements to submit to arbitration controversies that may arise have usually been negotiated between nations in pairs, or in comparatively small groups. The existing agreements of that character at the outbreak of the European war were is follows:

ARBITRATION TREATIES IN FORCE, 1914.

Signed	Number
1825-1834	2
1835-1844	1
1845-1854	1
1855-1864	2
1865-1874	11
1875-1884	9
1885-1894	10
1895-1904	50
1905-1914	123
	209

NATIONS WITH TREATIES IN FORCE, 1914.

Argentina Republic	19	Japan	1
Austria-Hungary	8	Mexico	13
Belgium	14	Netherlands	7
Brazil	33	Nicaragua	11
Including Constitution		Norway	13
of 1891.		Panama	4
Chile	4	Paraguay	6
China	2	Persia	1
Colombia	12	Peru	17
Costa Rica	13	Portugal	18
Cuba	2	Including Constitution	
Denmark	13	of 1911.	
Dominican Republic	8	Rumania	1
Including Constitution		Russia	7
of 1908.		Salvador	20
Ecuador	10	Siam	5
France	16	Spain	31
Germany	1	Sweden	13
Great Britain	17	Switzerland	14
Greece	4	United States	28
Guatemala	14	Uruguay	11
Haiti	2	Venezuela	8
Honduras	13	Including Constitution	
Italy	25	of 1904.	

² The figure for ancient Greece is taken from Marcus Niebuhr Tod, "International Arbitration Amongst the Greeks."

³ The figure for the period from 80 to 1794 is estimated from data, which is incomplete. The archives of Poland alone from the 13th to 16th centuries record a round hundred arbitrations.

⁴ The figure for 1794 to 1900 is the total of W. Evans Darby's descriptive and reference list, published as an integral supplement to his "International Tribunals," and issued separately under the title of "Modern Pacific Settlements."

Of all these treaties, it is significant that only three were in force between those states which have become belligerents on opposing sides in the present war. Of the three, that between Germany and Great Britain expired by limitation on July 1, 1914, or 85 days before the contracting states were at war. The other two treaties were between Austria-Hungary and Great Britain and between Austria-Hungary and Portugal, respectively.⁶

There are in addition to the foregoing many treaty articles which provide for the arbitration of questions arising from the subject matter of the treaties in which they are included. Such provisions are called compromisory clauses, and at the outbreak of the war were included in 145 treaties, dealing with 74 of the subjects most frequently regulated by international agreement.⁷

III. ARBITRATION COURTS.

The impulse given to methods of pacific settlement of international disputes by the convening of the Hague Conference of 1899 has resulted in the establishment, or the effort to establish, several courts. These are:

1. A PERMANENT COURT OF ARBITRATION, established at The Hague by conventions signed July 29, 1899. The court "is accessible at all times" and "competent for all arbitrations," but the actual trial court must be selected for each case from a panel in which the 44 states party to the convention have each designated four nationals. It has tried 15 cases and has three pending.

2. THE CENTRAL AMERICAN COURT OF JUSTICE, established by convention signed at Washington on December 20, 1907, and now located at San José, Costa Rica. Its function is virtually that of a supreme court for the five states of Central America, Costa Rica, Guatemala, Honduras, Nicaragua and Salvador. Nine matters have been handled by the Court.

3. COURT OF ARBITRAL JUSTICE, provided for by the Final Act of the Second Hague Conference, signed on October 18, 1907, but not actually established. The draft convention providing for its organization was designed to create a permanent court of 15 members to supplement and improve the panel system in effect in the Permanent Court of Arbitration.

⁵ The figure for 1900 to date is estimated from data collected by this office, which is incomplete. More than 50 arbitrations occurred in the years from 1900 to 1903.

⁶ For details concerning treaties see "Arbitration Engagements Now Existing in Treaties, Treaty Provisions and National Constitution." (World Peace Foundation, Pamphlet Series.)

⁷ For details concerning compromisory clauses, see Christian L. Lange, "L'Arbitrage obligatoire en 1913. Relevé des stipulations conventionnelles en vigueur en 1913 instituant le recours obligatoire à l'arbitrage international," 309-335, 343-352.

4. INTERNATIONAL PRIZE COURT, provided for by a convention signed at The Hague on October 18, 1907, but not actually established. Designed as a permanent court of 15 members, its jurisdiction would be relatively complete respecting appeals from decisions of national prize courts in the case of maritime warfare.

5. FOUR INTERNATIONAL UNIONS have agreed to settle disputes arising within their fields of activity by arbitration. They are:

a. Postal, by Art. 23 of the Universal Postal Convention, signed at Rome, May 26, 1906;

b. Railroad Freights in Europe, by Art. 57, sec. 3, of the Convention on the Transport of Merchandise by Railroads, signed at Bern, October 14, 1890;

c. Slave Trade Suppression, by Arts. 54-55 of the General Act concerning Suppression of the Slave Trade, signed at Brussels, July 2, 1890;

d. Wireless Telegraphy, by Art. 18 of the Radiotelegraphic Convention, signed at Berlin, May 26, 1906.

PART II.

The Second Article of the League Program.

A COUNCIL OF CONCILIATION.

All other questions arising between the signatories and not settled by negotiation, shall be submitted to a council of conciliation for hearing, consideration and recommendation.

The principle here involved has been in operation internationally under the name of the Commission of Inquiry. This article contemplates its development into an organic method. The principle itself is sound beyond question and its recognition and development within recent years aptly illustrates how rapidly a useful piece of international machinery can meet with favor.

1. The conciliatory commission had been frequently employed in European diplomacy during the 19th century and was recognized internationally as playing substantially the same part that a master plays in American judicial procedure when he is charged with hearing the testimony in a complicated case and digesting it into a report upon which a judge can decide the merits.

The Hague Convention for the Pacific Settlement of International Disputes, signed on July 29, 1899, contains the following provision:

"In differences of an international nature involving neither honor nor vital interests, and arising from a difference of opinion on points of fact, the Signatory Powers recommend that the parties, who have not been able to come to an agreement by means of diplomacy, should, as far as circumstances allow, institute an International Commission of Inquiry, to facilitate a solution of these differences by elucidating the facts by means of an impartial and conscientious investigation."

2. This article was repeated in the revised convention of the Second Hague Conference in 1907, and has been ratified by the following states:

POWERS RATIFYING CONCILIATION COMMISSION.

Argentine Republic, June 15, 1907	Mexico, April 17, 1901; Nov. 27, 1909
Austria-Hungary, Sept. 4, 1900; Nov. 27, 1909	Montenegro, Oct. 16, 1900
Belgium, Sept. 4, 1900; Aug. 8, 1910	Netherlands, Sept. 4, 1900; Nov. 27, 1909
Bolivia, June 15, 1907; Nov. 27, 1909	Nicaragua, June 15, 1907; Dec. 16, 1909
Brazil, June 15, 1907; Jan. 5, 1914	Norway, Sept. 4, 1900; Sept. 19, 1910
Bulgaria, Sept. 4, 1900	Panama, June 15, 1907; Sept. 11, 1911
Chile, June 15, 1907	Paraguay, June 15, 1907
China, Nov. 21, 1904; Nov. 27, 1909	Persia, Sept. 4, 1900
Colombia, June 15, 1907	Peru, June 15, 1907
Cuba, June 15, 1907; Feb. 22, 1912	Portugal, Sept. 4, 1900; April 13, 1911
Denmark, Sept. 4, 1900; Nov. 27, 1909	Rumania, Sept. 4, 1900; March 1, 1912
Dominican Republic, June 15, 1907	Russia, Sept. 4, 1900; Nov. 27, 1909
Ecuador, July 3, 1907	Salvador, June 20, 1907; Nov. 27, 1909
France, Sept. 4, 1900; Oct. 7, 1910	Servia, May 11, 1901
Germany, Sept. 4, 1900; Nov. 27, 1909	Siam, Sept. 4, 1900; March 12, 1910
Great Britain, Sept. 4, 1900; Nov. 27, 1909	Spain, Sept. 4, 1900; March 18, 1913
Greece, April 4, 1901	Sweden, Sept. 4, 1900; Nov. 27, 1909
Guatemala, June 15, 1907; March 15, 1911	Switzerland, Dec. 29, 1900; May 12, 1910
Haiti, June 15, 1907; Feb. 2, 1910	Turkey, June 12, 1907
Italy, Sept. 4, 1900	United States, Sept. 4, 1900; Nov. 27, 1909
Japan, Oct. 6, 1900; Dec. 13, 1911	Uruguay, June 17, 1907
Luxemburg, July 12, 1901; Sept. 5, 1912	Venezuela, June 15, 1907

3. The value of the conciliatory commission as a pacific force may manifest itself in three ways:

I. CASES OF CONCILIATION, or the actual examination and report upon an international question;

II. TREATIES OF CONCILIATION, or the solemn agreement to submit to a casual or standing commission differences which may arise in the future;

III. PERMANENT COUNCILS OF CONCILIATION.

I. CASES OF CONCILIATION.

The principle of the commission of inquiry was closely assimilated in its early practice with the application of arbitration. It has gradually emerged as a distinct method of pacific settlement within the last hundred years. Study of its early history is, however, scarcely begun and therefore its records cannot be considered as complete. The following figures relate to the 19th and 20th centuries:⁸

⁸ The statistics here given are based upon W. Evans Darby's "International Tribunals," pages 832, 862, 906 and 911.

TABLE OF CONCILIATIONS.

Boundaries	141
Questions of Fact	106
Under Hague Provision	3
Total	250

II. TREATIES OF CONCILIATION.

President Taft of the United States in 1911 added a new meaning and possibility for usefulness to this principle. The Administration sought a formula that would provide for the peaceful settlement of all disputes, and found it in treaties signed with France and Great Britain on August 3, 1911. These provided, first, that all disputes of a legal character (that is, justiciable disputes) should be arbitrated, and, secondly:

"The High Contracting Parties further agree to institute as occasion arises, and as hereinafter provided, a Joint High Commission of Inquiry to which, upon the request of either party, shall be referred for impartial and conscientious investigation any controversy between the parties within the scope of Article I, before such controversy has been submitted to arbitration, and also any other controversy hereafter arising between them even if they are not agreed that it falls within the scope of Article I."

Those treaties were not brought into force, but the succeeding Wilson Administration, on the initiative of Secretary of State Bryan, proceeded to seek substantially the same end by a little different method. Leaving the existing arbitration treaties as they were, the Secretary of State sought to provide in addition for the employment of the Commission of Inquiry. The various powers were approached, and 35 of them expressed themselves as willing to negotiate treaties. At present 30 of these "Treaties for the Advancement of Peace" have been signed, and negotiations with other countries are under way. They differ slightly in their wording, but all read substantially as follows:

"The High Contracting Parties agree that all disputes between them, of every nature whatsoever, to the settlement of which previous arbitration treaties or agreements do not apply in their terms or are not applied in fact, shall, when diplomatic methods of adjustment have failed, be referred for investigation and report to a permanent International Commission, to be constituted in the manner prescribed in the next succeeding article; and they agree not to declare war or begin hostilities during such investigation and before the report is submitted."

The United States is obligated to follow this procedure with practically all the rest of the world.

Twenty treaties of this type are at present in force with the following states:

AMERICAN CONCILIATION TREATIES, IN FORCE.

(Dates are those of the exchange of ratifications, from which the treaties remain in force for five years.)

Bolivia, January 8, 1915	Honduras, July 27, 1916
Brazil, October 28, 1916	Italy, March 19, 1915
Chile, January 19, 1916	Norway, October 21, 1914
China, October 22, 1915	Paraguay, March 9, 1915
Costa Rica, Nov. 12, 1914	Peru, March 4, 1915
Denmark, January 19, 1915	Portugal, October 24, 1914
Ecuador, January 22, 1916	Russia, March 22, 1915
France, January 22, 1915	Spain, December 21, 1914
Great Britain, Nov. 10, 1914	Sweden, January 11, 1915
Guatemala, October 13, 1914	Uruguay, February 24, 1915

Ten treaties have been signed and await formal ratifications before coming into force. Treaties of the United States in this condition have been signed with the following:

AMERICAN CONCILIATION TREATIES, SIGNED.

(Dates indicate when each treaty was signed.)

Argentine Republic, July 24, 1914	Pnama, September 20, 1913
Dominican Republic, February 17, 1914	Persia, February 4, 1914
Greece, October 13, 1914	Salvador, August 7, 1913
Netherlands, December 18, 1913	Switzerland, February 13, 1914
Nicaragua, December 17, 1913	Venezuela, March 21, 1914

The principle has been adopted in South America. The Argentine Republic, Brazil and Chile have negotiated a tripartite treaty which also awaits the completion of ratifications.

Returning to the United States, the American Government has received acceptances in principle of the proposal to negotiate treaties like those in force from the following states:

POWERS ACCEPTING TREATY PRINCIPLE.

Austria-Hungary	Germany
Belgium	Haiti
Cuba	

The United States made the proposal concerning such treaties to all countries maintaining diplomatic relations with the Washington government. The rest of the world has accepted the principle to the extent indicated by the Hague Convention which is quoted above, while the principle itself has been substantially provided for in many other treaties. This is particularly true of Latin America, where conciliation has been extensively employed.

III. PERMANENT COUNCIL THE NEXT STEP.

It is evident that the American treaties have already organized the principle of the Commission of Inquiry into a method of pacific settlement. Moreover, those treaties, by their success and the evident welcome they have received among the states of the world, make possible a still further advance. The League to Enforce Peace aims to make this next step a council of conciliation which shall be a permanent international body. This might mean a panel of commissioners appointed by each state, from which disputants might select a commission for a given case. Or a still more developed form might mean a smaller permanent council, selected in a manner acceptable to

the contracting states and convening whenever a problem was submitted to it. Either development would leave to contracting states the option of establishing commissions by pairs of states, according to the American system of treaties.

PART III.

The Third Article of the League Program.

SANCTIONS.

The signatory powers shall jointly use forthwith both their economic and military forces against any one of their number that goes to war, or commits acts of hostility, against another of the signatories before any question arising shall be submitted as provided in the foregoing.

The following interpretation of Article Three has been authorized by the Executive Committee.

"The signatory powers shall jointly employ diplomatic and economic pressure against any one of their number that threatens war against a fellow signatory without having first submitted its dispute for international inquiry, conciliation, arbitration or judicial hearing, and awaited a conclusion, or without having in good faith offered so to submit it. They shall follow this forthwith by the joint use of their military forces against that nation if it actually goes to war, or commits acts of hostility, against another of the signatories before any question arising shall be dealt with as provided in the foregoing."

The principle here involved is the sanction of the proposed treaty. A sanction is the justified employment of forceful methods to insure the observance of law or to enforce it when an effort to disregard it is made. It has been the general experience of mankind that sanctions are placed behind public organs of order as soon as confidence in their usefulness is established. This article makes that provision respecting methods of arbitration and conciliation.

"It may be of interest to recall the way in which the medieval custom of private war was abolished in England. It was not done at one step, but gradually, by preventing men from avenging their own wrongs before going to court. The trial by battle long remained a recognized part of judicial procedure, but only after the case had been presented to the court, and only in accordance with judicial forms. This had the effect of making the practice far less common, and of limiting it to the principals in the quarrel instead of involving a general breach of the peace in which their retainers and friends took part. Civilization was still too crude to give up private war, but the arm of the law and the force in the hands of the crown were strong enough to delay a personal conflict until the case had been presented to court. Without such a force the result could not have been attained.

"In every civilized country the public force is employed to prevent any man, however just his claim, from vindicating his own right with his own hand instead of going to law; and every citizen is bound, when needed, to assist in preventing him, because that is the only way to restrain private war, and the maintenance of order is of paramount importance for

every one. Surely the family of nations has a like interest in restraining war between states."⁹

The sanctions contemplated are two in number:

I. ECONOMIC, or the restriction of the material resources of the offender by embargo, non-intercourse or boycott.

II. MILITARY, or the employment of armies and navies.

I. ECONOMIC SANCTIONS.

The value of this method is based upon the conviction that modern civilization renders the world so interdependent that a boycott would be a dreaded weapon and would operate with certainty. This method is particularly attractive to those who recoil from the human wastage of warlike measures, but its own ultimate result would be the starvation of a whole nation, not simply the destruction of its military forces as fighting units. The threat of such measures is sometimes effective. Nations have in the past taken such measures against others on their own account under the name of reprisal, embargo and non-intercourse.¹⁰ The following list shows instances of such action:

1. Embargoes were used as a means of redress by the United States in 1794 (30 days), 1797, 1807, (27 months), 1808 and 1812 (2 years).

2. Commercial intercourse with France was suspended by an act of Congress of June 13, 1798, and other acts of similar character followed.

3. Commercial intercourse with Great Britain was suspended by an act of Congress of March 1, 1809. The act was revived on February 2, 1811.

4. Commercial intercourse with Dominican ports was suspended by act of Congress of February 28, 1806.

5. The United States Congress in 1887, by way of reprisal, passed an act empowering the President to deny Canadian vessels entrance to American waters and to deny entry to Canadian products, if American fishing rights should be denied or abridged in Canadian waters.

6. Non-intercourse in connection with hostilities is customary, and is frequently rendered effective by means of a military blockade which, in order to be binding, must be effective.

⁹ A. Lawrence Lowell, "A League to Enforce Peace," 7, 9. (World Peace Foundation, Pamphlet Series, Vol. V, No. 5, Part I.)

¹⁰ The enforcement of such measures is recognized in international law as the first or preliminary step toward war under the title of "nonamicable means of redress." When carried to the point of effective coercion, which necessitates the use of military forces, the economic boycott combines both the economic and military features, the effects of which are most terribly felt by women, children and all other non-combatants. Belligerents, therefore, regard this combination as more inhuman than military coercion alone, and its employment, even in connection with military operations, has recently led the sufferer to justify himself in waging a military warfare unrestrained by humane considerations.

II. MILITARY SANCTION.

The principle here involved is the use of force, restricted to the punishment of the state that offends by breaking the agreement to resort to the court or council of conciliation before beginning hostilities.

The value of this sanction lies in its effectiveness, which is primarily due to the universal understanding of its consequences. In a legal sense, the use of force is not necessarily war, but properly a non-amicable means of redress. To employ force without actually going to war is eminently desirable in cases where gentler methods have failed to yield results. In case of extreme necessity, the states in the league would stand ready to use the entire power of their armies and navies to insure observance of the agreement.

During the last century the need for employing force in the interest of public order and without the "inconveniences and main obligations which war brings" has been many times encountered. The best example is the use of what has been known as pacific blockade. Usually the employment of such devices has been difficult because nations unconcerned with the disputes were under no obligation to assent to restrictions.

The League to Enforce Peace proposes to correct this defect by providing in advance for joint action. Among the instances of joint action for desirable purposes the following may be cited:

1. France, Great Britain and Russia combined under the treaty of London, July 29, 1827, to end hostilities between Greece and Turkey. The result was the battle of Navarino in October, in which the Turkish navy was destroyed. Greek independence was confirmed by the action.

2. Austria-Hungary, Germany, Great Britain, Italy and Russia in 1886 blockaded the ports of Greece to bring about disarmament of Greek troops on the Turkish frontier.

3. In 1888-89 Germany, Great Britain, France, Italy, Portugal, the Kongo Free State and the Netherlands joined in measures to prevent the exportation of slaves from Zanzibar.

4. In 1897 Austria-Hungary, France, Germany, Great Britain and Russia, as signatories to the treaty of Berlin of 1878, blockaded the island of Crete, an instance of the joint use of military and economic force.

5. In 1902 Germany, Great Britain and Italy established a blockade of Venezuela to enforce satisfaction of various claims against that country originating in damages sustained during revolutionary conditions. Various other powers also had claims, and it was urged diplomatically that the blockading powers were entitled to preferential treatment by reason of their blockade. The three powers accordingly sued Venezuela and eight other claimant powers before the Hague Permanent Court of Arbitration, which held that they were entitled to preferential treatment.

6. In 1900 the Chinese Boxers started an anti-foreign movement which resulted in a siege of the legations at Peking and the killing of several Europeans. The powers rushed troops to China and the forces of several nations marched to Peking, relieved the legations and assumed charge of the legation quarter. As a result, Germany, Austria-Hungary, Belgium, the United States, France, Great Britain, Italy, Japan, the Netherlands and Russia effected a settlement with China under which indemnities were to be paid.

PART IV.

The Fourth Article of the League Program.

CONFERENCES TO DEVELOP LAW.

Conferences between the signatory powers shall be held from time to time to formulate and codify rules of international law, which, unless some signatory shall signify its dissent within a stated period, shall thereafter govern in the decisions of the judicial tribunal mentioned in Article One.

1. The conferences contemplated by this article are diplomatic conferences which should develop the statute law of the world.

They are of two types: Those dealing with public international law; and those dealing with international administration.

Conferences dealing with public international law may be illustrated by the Hague Conferences and the series of Pan American Conferences; those dealing with international administration may be illustrated by the Universal Postal Congresses. The former by codifying and rephrasing the good practice of nations actually contribute to the growth of international law; the latter determine rules which simplify relations and render them more convenient.

Besides diplomatic conferences, there have been a great many international meetings of private individuals on behalf of interests of an international character.

2. The effect of such conferences is manifested in two ways:

I. INTERNATIONAL CONFERENCES, or meetings of the representatives of more than one country. These have been both official and unofficial. Unofficial conferences have contributed to the development of official conferences.

II. INTERNATIONAL OFFICIAL ORGANIZATIONS, which consist of permanent establishments or régimes set up jointly by governments for the execution or protection of common interests.

I. INTERNATIONAL CONFERENCES.

International practice before the war was thoroughly committed to the principle of conferences. There then existed nearly 500 organizations of an international or even world-wide character, of which 450 were unofficial. They dealt with practically every phase of human activity and had a membership of several millions. They held periodic meetings to forward their particular activity or interest. The growth of such meetings can be seen from the following table, the statistics including both unofficial and official gatherings:

MEETINGS OF INTERNATIONAL ORGANIZATIONS.

1840-1844	2
1845-1849	7
1850-1854	8
1855-1859	12
1860-1864	26
1865-1869	51

1870-1874	54
1875-1879	114
1880-1884	111
1885-1889	200
1890-1894	224
1895-1899	286
1900-1904	480
1905-1909	582
1910-1914	494
	2651

Obviously the habit of meeting to discuss and determine problems of common human concern or of more than national interest was well-developed before the war. That government themselves had acquired the habit is therefore not a matter for surprise. While private organizations often met merely for discussion, governments came together in conference only when a specific subject was ripe for joint action. Bearing in mind that such official organizations are only one-tenth as many as private organizations, it is notable that official meetings have been comparatively more numerous than the unofficial. The following list shows governmental conference activity:

MEETINGS OF OFFICIAL ORGANIZATIONS.

1850-1854	1
1855-1859	1
1860-1864	7
1865-1869	6
1870-1874	12
1875-1879	17
1880-1884	15
1885-1889	24
1890-1894	20
1895-1899	15
1900-1904	28
1905-1909	49
1910-1914	38
	233

II. INTERNATIONAL OFFICIAL ORGANIZATIONS.

Experience has shown that the codification of national law brings the necessity for administrative organization. This is equally true of international law, for much that is desirable to make life livable falls within the field of administering concrete improvements, and more depends upon the application of the abstract principle than upon its formulation. To illustrate: Both the Constitution of the United States and the statutes of Congress are national law, but the Constitution formulates the abstract principles, while the statutes apply them to meet the needs of the people, and provide many organizations of government for this purpose. It has been well said, "that which is best administered is best." At all events, administrative organizations are indispensable to the application of international principles; and they increase in number.

The imposing list of international organizations

which follows shows how largely the ideal of co-operation among nations has already been realized, and proves that there already exists an atmosphere congenial to the further development of the program of the League to Enforce Peace.

INTERNATIONAL ADMINISTRATIVE ORGANIZATIONS.

1. Régime of free navigation on international rivers, 1815.
2. International Sanitary Union, with permanent bureau, 1851. For additional protection against the spread of epidemics the following organizations have been established:
 - a. International Sanitary Council of Tangier, Morocco, 1818.
 - b. Superior Sanitary Council of Constantinople, 1894.
 - c. Maritime and Quarantine Sanitary Council, Egypt, 1892.
 - d. International Office of Public Hygiene, 1907.
3. Régime of free navigation on the Danube, 1856.
4. Universal Postal Union, with permanent bureau, 1863.
5. Improvement of the lot of sick and wounded in armies in the field (Red Cross Convention), 1864.
6. International Association for the Measurement of the Earth, with permanent bureau, 1864.
7. Universal Telegraphic Union, with permanent bureau, 1865.
8. Latin Monetary Union, 1865.
9. Maintenance of Lighthouse at Cape Spartel, Morocco, 1865.
10. Scandinavian Monetary Union, 1875.
11. International Bureau of Weights and Measures, 1875.
12. International Conference against Phylloxera (plant lice), 1878.
13. Transportation of Merchandise by Railroads in Europe, with permanent bureau, 1878.
14. Publication of Customs Tariffs, with permanent bureau, 1880.
15. Protection of Industrial Property, with permanent bureau, 1880.
16. Protection of Literary and Artistic Property, with permanent bureau, 1880.
17. Protection of Submarine Cables, 1882.
18. Regulation of Fisheries Police in the North Sea, 1882.
19. Technical Unification of European Railroads, 1882.
20. International Conference for the Choice of a Prime Meridian, 1884.
21. Exchange of Reproductions of Works of Art, 1885.
22. Exchange of Official Documents, Scientific and Literary Publications, with numerous bureaus of exchange, 1886.
23. Régime of the Suez Maritime Canal, 1888.
24. International Maritime Conferences, 1889.
25. Pan American Union, 1889.
26. Legal Protection of Workers, 1890.
27. Repression of the African Slave Trade, with permanent bureau, 1890.
28. Unification of Private International Law, 1893.
29. Gauging of Non-Seagoing Vessels, 1898.
30. Regulation of the Importation of Spirituous Liquors into Certain Regions of Africa, 1899.
31. Permanent Court of Arbitration, with permanent bureau, 1899.
32. Permanent International Council for the Exploration of the Sea, with permanent central bureau and international laboratory, 1899.
33. Conservation of Wild Animals in Africa, 1900.
34. Revision of the Nomenclature of Causes of Death, 1900.
35. Protection of Insectivorous Birds Useful to Agriculture, 1902.

36. International Sugar Union, with permanent bureau, 1902.
37. Pan American Sanitary Convention, with permanent bureau, 1902.
38. Unification of the Formulas of Potent Drugs, 1902.
39. International Association of Seismology, with permanent bureau, 1903.
40. Repression of the Trade in White Women, 1904.
41. Unification of Maritime Law, 1905.
42. International Institute of Agriculture, with permanent bureau, 1905.
43. Wireless Telegraphic Union, with permanent bureau, 1906.
44. Central American Court of Justice, International Bureau and Conferences, 1907.
45. International Committee for Making a Map of the World, 1909.
46. Regulation of the Arms Trade in Africa, 1909.
47. Repression of the Use of Opium, 1909.
48. Regulation of the Use of Saccharine, 1909.
49. Repression of the Circulation of Obscene Publications, 1910.
50. Unification of Commercial Statistics, 1910.
51. South American Postal Union, 1911.
52. Protection of Seals and Maritime Otters, 1911.
53. International Regulation of Standard Time, 1912.

THE VERDICT OF STATESMEN.

WOODROW WILSON.

President of the United States.

"Only when the great nations of the world have reached some sort of agreement as to what they hold to be fundamental to their common interest, and as to some feasible method of acting in concert when any nation or group of nations seeks to disturb those fundamental things can we feel that civilization is at last in a way of justifying its existence and claiming to be finally established. . . . I am sure that I speak the mind and wish of America when I say that the United States is willing to become a partner in any feasible association of nations formed in order to realize these objects and make them secure against violation."

WILLIAM H. TAFT.

Former President of the United States; President of the League to Enforce Peace.

"Even if the risk of war to the United States would be greater by entering the League than by staying out of it, does not the United States have a duty as a member of the family of nations to do its part and run its necessary risk to make less probable the coming of such another war and such another disaster to the American race? We are the richest nation in the world and in the sense of what we could do were we to make reasonable preparation, we are the most powerful nation in the world. We have been showered with good fortune. Our people have enjoyed a happiness known to no other people. Does not this impose upon us a sacred duty to join the other nations of the world in a fraternal spirit and with a willingness to make sacrifice if we can promote the general welfare of men?"

VISCOUNT GREY OF FALLODON.

Lately Secretary of State for Foreign Affairs of Great Britain.

"The best work neutrals can do for the moment is to try to prevent a war like this from happening again. . . . Only we must bear this in mind: If the nations after the war are able to do something effective by binding themselves with the common object of preserving peace, they must be prepared to undertake no more than they are able to uphold by force and to see, when the time of crisis comes, that it is upheld by force. The question we must ask them is: 'Will you play up when the time comes?' It is not merely the sign manual of Presidents and sovereigns that is really to make that worth while; it must also have behind it Parliaments and national sentiments."

ARISTIDE BRIAND.

Premier and Minister for Foreign Affairs of France.

"The union of all the living forces of the country is an essential condition to success. It is that which will lead us to our goal—peace by victory—a solid, lasting peace guaranteed against any return of violence by appropriate international measures."

THEOBALD VON BETHMANN HOLLWEG.

Chancellor of the German Empire; President of the Ministry of State and Minister for Foreign Affairs of the Kingdom of Prussia.

"If, after the end of the war, the world will only become fully conscious of the horrifying destruction of life and property, then through the whole of humanity there will ring out a cry for peaceful arrangements and understandings which, as far as is within human power, will avoid the return of such a monstrous catastrophe. This cry will be so powerful and so justified that it must lead to some result. Germany will honestly co-operate in examination of every endeavor to find a practical solution, and will collaborate for its possible realization."

"Many difficulties will in practice confront a League of Peace. We shall find them only too real and only too formidable. It requires for its realization conditions which exact from European statesmanship a high and difficult level of wisdom. . . . The promised adhesion of America provides, not merely for an impartial and uncommitted element in its councils, but also for a powerful external sanction for the observance of its constitution and the fulfillment of treaties. The simple, almost mechanical test that it furnishes for the judgment of 'aggression' promises for the first time in history to arm the moral conscience of civilized opinion in the service of peace."—H. N. Brailsford, in April "Atlantic."

The Outline Map—How to Use It

BY WARREN L. WALLACE, LEWIS AND CLARK HIGH SCHOOL, SPOKANE, WASH.

The question of outline maps and their use is not a new one. For years we have been endeavoring to make them serve a purpose. But how best to get the true value from them becomes a problem solved only by experiment. The purpose of this brief article is to set forth some of the various methods and devices resorted to by the writer to realize the benefits of the aid—for no aid appears to be of any value unless to the user it serves as a plan for achievement.

We may presume that the map in itself is to serve a double purpose. In the first place, it is to aid in acquiring information by furnishing a definite task for the student to perform, and in the second place, it is to aid the student in gaining a vision of the "field of action."

But how shall these aids be used to best gain the desired results?

Some time ago it was our practice to assign to each student a certain number of outline maps which were filled out and handed in at appropriate periods, *e. g.*, a map was used in connection with the settlement of New England. On this map each student was required to locate places of settlements, fix the limits of grants, etc., while the study of the class was centered about the colonization of New England. In like manner, outlines were used in connection with the southern colonies, with the French and Spanish claims in North America, with the Revolutionary War, and other similar topics.

To the plan mentioned above there appeared so many objections that it has been generally discarded in the upper classes, at least. The chief objections rested on the fact that such work was practically a waste, both of time and material. It was a waste of time because, after the student had completed his maps, he was inclined to be as inaccurate in his information as he would have been had he done no more than to glance at a wall-map. It may have been that the work was neatly done, but that was no guarantee that the student had evinced more than deftness in the art of transcribing what was closed to his consciousness. Under such conditions the material used had served no purpose and had, therefore, been wasted. So generally did this prevail that the system was discarded.

To supplant it one was adopted which discarded the outlines entirely. The new plan necessitated the expenditure of much more time on the part of the teacher than the old one did; but it was hoped that the results would be more satisfactory. The plan, in brief, was to require each individual to describe the geographical and territorial arrangements at stated times or periods. This was to be done by each student separately during hours before and after the sessions of the day. In theory, the plan is an excellent one, but, in practice, is a miserable failure if the

teacher has to deal with a hundred and fifty students. With a small number it would be excellent, I believe. The large numbers made the task an impossible one, because the time involved was great.

The effort to break away from the outline map failed. A speedy return was made. Also the return was made with a conviction that the outline map is an indispensable aid in history work. This, by the way, is not a condemnation of an occasional map made in its entirety by the pupil.

The return has not been made to the original use of the map. Now the plan is to announce to the class the different dates at which the United States is to be represented. Some of the dates are 1820, 1850 and 1857. It is expected that the student shall post himself quite carefully as to the facts pertaining to the boundaries at these particular dates, that he is able to indicate how much of the country had been organized as states at each time, how much remained territory and what the legislation pertaining to slavery extension had been relative to each part of the country.

This and other desired information is indicated to the student in advance so that he may know for what to look. Being informed of the task, it remains for the teacher at any hour and without warning to pass to the class maps on which the student will represent the United States at the time designated and will place on the map such information as may be desired. It is to be understood that the material to be shown has been indicated earlier in the course but when and just what would be called for are left to the teacher to decide.

At present, the plan, as formulated, contemplates considering the work as part of the test work of the course. Just how much value shall be attached to each map-test rests with the individual teacher to decide—but it is an excellent plan to make the work count as much as possible.

The arguments in favor of this plan are many. The map, in this case, cannot be a mere task of transferring data from one map to another with scarcely an evidence of consciousness on the part of the worker. The unexpected occurrence of these map-tests causes a certain amount of long-standing preparation and causes the map work to become a matter of some serious concern. Moreover, this calls for constant review in that a map, having been once filled in, is not thereby exempted from a later assignment. Not all of the dates may be covered by the map-tests, but the uncertainty as to which may be used causes the desired end to be realized.

These experiments have been conducted particularly with students of American history. It may be that the maturity of the students and the familiarity with the outlines of our own country make this an

easy task. The writer has not made an experiment with maps showing industrial and economic data, facts of population, or matters pertaining to foreign countries. It is difficult to believe that the same process cannot be resorted to in the case of some maps

of Greece, Rome, England and even Europe. The last mentioned offer the greatest difficulty but even in this case it appears possible to adopt the plan. Certainly the other countries mentioned offer various opportunities to use the method.

Use of Magazines in History Teaching

BY PROFESSOR D. SHAW DUNCAN, UNIVERSITY OF DENVER, COL.

President Wilson some time ago said: "There is only one rule in the world, and it applies to all professions, and that is that you are expected to make good." This rule applies to us, as teachers, in a very definite way. Every institution and its value are determined by the product. To give as a reason, why the product is not good and up to standard, that we do not have the proper equipment, or time, or students to work on, will not be considered by the ordinary citizen and business man. While on the other hand, if the product is up to standard and of good quality, the ordinary citizen and business man will take it for granted that the institution is performing the function for which it was created, and is adapted for such a thing. As teachers we have to contend against these faulty generalizations, and do all we can, in spite of limitations, to present a good product. The ordinary business man when he considers the product of the school applies in many cases the tests he applies to the manufacture of inanimate objects, forgetting that we have to do with life and personality and souls. We are engaged in the manufacture of souls, not machines, and how to succeed in this and not be overwhelmed by the detail of the business, is our big problem. How to develop personality and build souls demands the undivided attention of all of us, and a product of this character is not machine-made.

In the teaching of history, and this applies to other subjects as well, one of our greatest difficulties is to make the student see and feel a vital connection between the subject in hand and life. To many the study of history seems a waste of time, because it deals with facts and institutions about which the pupil is not in any way interested, because it seems to him to deal with a period of history quite remote from the present. To be able to handle this intelligently is a great achievement. The study of ancient history is insisted upon in many quarters, but the older I get, the less enthusiastic I am for it, unless it is presented in such a way that the student sees a vital connection between the aspirations and struggles of these ancient peoples and those of to-day. I am convinced that the study of these ancient peoples can be made very profitable, by comparison with present conditions, and that, so far as the development of the pupil is concerned, it will amount to nothing, if it is studied as a period, disjointed and separated from the present. Professor Hulme in his study on *The Renaissance and the Reformation*, in his chapter on *The Revival of the Individual*, points out very

clearly that individuality came back through taste, and curiosity; that curiosity forced men to travel; that travel became a passion coupled with a desire for knowledge. We have these to-day present in the pupil—desire for individuality, curiosity, and desire for knowledge—to a greater or less extent, and it is our business to do all we can to respect individuality, arouse curiosity, stimulate the desire for knowledge, and enliven the imagination. Our great way of approach is through the door of interest. How can we arouse the pupil's interest? The experience of all of us is conclusive I am sure, that the study of every subject is not of equal interest to all, and that what might be a lesson of great interest to us would not appeal to the pupil. This being the case, we must study to appeal to the individual interest. It is at this point that the use of magazines in the study of history has its value. It arouses the interest of the student to a remarkable degree. He is studying things of present day value; he is in touch with life; he is talking the same thing the man on the street is talking; he can talk intelligently with his parents on the vital subjects of the day; he is a citizen of the world. History takes on a new aspect. He learns in a concrete way, how history is made. He finds out that what men are struggling for now, has been the subject of contention for ages. Without trying, he connects himself voluntarily with the past. His whole horizon is broadened, and he becomes the child of the ages. To me, it offers a fine opportunity to help the pupil adjust himself to life. His whole school life is an attempt to adjust, and I am not sure that we do it successfully. His kindergarten life requires great adjustment; then comes the break when he enters the grades. The life in the high school is almost a complete break with the previous life, and passing from high school to college is entering a new world. If the pupil passes directly from high school into the activities of life he feels that he is breaking with his past. Now this ought not to be, and we ought to so help him, that he can adjust his school life to the life of the world. This is what the use of magazines in teaching history tends to do. It tends to correlate his education with life.

There are many different ways in which this work can be done, and I do not think any one plan will fit all cases, but the individual teacher can arrange it to suit conditions. I favor a discussion of present day problems once a week, that is, I would devote one study period to this phase of the work. The great problem is what to take for consideration and what

to eliminate. There are several good weekly magazines which can be used to advantage, and special rates are given to teachers and pupils. Several of them provide history lesson plans, which may be used as guides. A good way is for the teacher to go over the material in advance, and indicate two or three days before the time for considering the material, the articles which will be studied, and discussed. At the recitation period it is well to pick a pupil to state the gist of the article, and then throw it open for discussion, taking care that not too much time is spent on any one article, unless it is of prime importance. Another good way, and this tends to develop responsibility, is to pick a committee from the class and have it go over the magazine and choose the articles for consideration. When it is ready to report the teacher should go over the articles with the committee and learn why such and such articles were chosen. This gives an opportunity to see the workings of individuality. After this is done, the class should be informed of the articles to be studied.

I am well aware that the use of magazines means more work for the teacher. It means greater preparation over a wide field of subjects. There will be many questions arise during the discussion which could not have been anticipated in the study room, and happy that teacher who will be able to answer or direct the inquiring mind, in the right direction. At the same time, it gives the teacher a fine opportunity to direct the reading of the student, stimulate his imagination, and make, what had been drudgery, play. The teacher can bring out in concrete fashion the facts of every-day life, and point out the forces which control public opinion, national and state politics, and national policy. The present political canvass gives the teacher an opportunity to make concrete the whole subject of national nominations and elections. And the present European war offers many lessons which can be enforced with vigor by an enterprising and wide-awake teacher. I am enthusiastic for the use of magazines, for I believe it gives us an opportunity as history teachers, to "make good" in the real sense.¹

"The Unpopular Review" for April-June contains two severe strictures on Germany. Under the title, "The Last Barbarian Invasion?" we are informed that the mad passion for war has destroyed Germany's reasoning powers; and that the only safety for other nations lies in rendering her incapable of farther harm. The second article is entitled, "The Legend of German Efficiency," and points out how "Everywhere, at home, in the colonies, in foreign propaganda, the modern German spirit has proved its crass inability to deal with the human factor. Its 'efficiency' has there broken down—and this is a world not of formulae and machines, but of living men."

¹ Paper read before the Colorado State Teachers' Association, November 2, 1916.

Periodical Literature

(Continued from page 149)

The March "Nineteenth Century" publishes three articles on "The Empire—The Organization of the Empire; a Suggestion," by the Rt. Hon. Herbert Samuel, M. P.; "An Imperial Trade Policy," by W. Basil Worsfold; "The Empire and the New Protection," by Henry Wilson Fox, M. P., which are well worth reading. "Austria's Doom," by Lady Paget, in the same issue, predicts the absorption of Austria by the kingdom of Prussia.

Arthur Bullard, author of "The Diplomacy of the Great War," writes on "Democracy and Diplomacy" in the April "Atlantic," and analyzes the secret methods used by President Wilson as rather disadvantageous to the growth of the true spirit of democracy since, by keeping the citizens in the dark, no administration can follow, or even know, the will of the people. The war articles in the same magazine, "At the Enemy's Mercy," by Lieut. F. S.; "A Cinema of the C. R. B.," by Charlotte Kellogg; "The Singing Soldier," by Lewis R. Freeman, and "A Criticism of the Allied Strategy," by H. Sidebotham, are all unusually interesting.

"The Romanic Review" (January-March, 1916) publishes "Some Sixteenth Century Schoolmasters at Grenoble and Delectable Vicissitudes," by Dr. Caroline Ruuntz-Rees, principal of Rosemary Hall. This is another of Dr. Ruuntz-Rees' delightful studies of Southern France, and considers the work of such men as Antoine de Montlevin, Guillaume Drom, Hubert Susannée, Adam Prinnet, and Maître Aquens.

Isaac Don Levine writes on "The Russian Revolution" in the April "Review of Reviews," tracing the movement from March 9 to its culmination. The account is simple and direct, and is written with little party bias. The author calls attention to the fact that the solution of the task confronting the new government is largely facilitated by the Zemstvos, social organizations with local committees in every corner of Russia.

"If Germany Should Win, the Effect Upon the United States if the Submarine Campaign against England Should Succeed," by Edward G. Lowry (April "World's Work"). By calling attention to the conditions existing after February 24, the author urges the conquest of the British fleet would mean a financial panic such as the world has never seen, and which would destroy all the fabric of international commerce.

The April "North American" publishes Gerald Morgan's "The New Russia," an attempt to correct the misapprehensions held of Russia by the average American, and, indeed, by all English-speaking peoples. The same magazine publishes J. Holland Rose's splendid contrast of Bismarck and Bethmann-Hollweg.

"A Naval Expert" discusses in the April "Century" the question, "Can we defend the Panama Canal in a Crisis?" and reaches the conclusion that a land railroad connection between the United States and Panama would be necessary adequately to provide for the safety of the Canal. Such a road could be connected with existing Mexican railroads at an expense equal to that of only three or four modern dreadnoughts.

History in Summer Schools, 1917

UNIVERSITY OF CALIFORNIA.

Berkeley, Cal.

Professor Frank H. Hodder, University of Kansas; Professor Herbert E. Bolton, Curator of Bancroft Library; Professor Edgar Dawson, Hunter College of the City of New York; Professor Edward Elliott; Assistant Professor Richard F. Scholz; Assistant Professor William A. Morris.

The History of the Mediterranean World. From about 1200 B. C. to Augustus. Assistant Professor Scholz.

England Under the Tudors and the Stuarts. Assistant Professor Morris.

The Teaching of History in Secondary Schools. Assistant Professor Morris.

Recent Progress in Ancient History. Assistant Professor Scholz.

The American Revolution. Professor Hodder.

The Prelude to the Civil War. Professor Hodder.

The Opening of the West. Professor Bolton.

Seminar in Western History. Professor Bolton.

International Law. Professor Elliott.

The Government of Cities. Professor Dawson.

Six Problems of Self-Government. Professor Dawson.

UNIVERSITY OF CHICAGO.

Chicago, Ill.

Professor Thompson; Professor Lingelbach, of the University of Pennsylvania; Professor Terry; Professor Lichtenstein; Professor McLaughlin; Associate Professor Shepardson; Assistant Professor Walker; Assistant Professor Huth; Doctor Scott; Mr. Joranson; Mr. Kull; Associate Professor Jernegan.

European History: The Medieval Period, 376-1300. Assistant Professor Walker and Mr. Joranson.

European History: The Later Medieval and Early Modern Period, 1300-1715. Assistant Professor Walker and Mr. Joranson.

European History: The Later Modern Period, 1715-1900. Mr. Kull.

History of Antiquity. IV. The Civilization of the Mediterranean World from Alexander to Caesar. Assistant Professor Huth.

The End of the Roman Republic. Assistant Professor Huth.

The Feudal Age, 814-1250. Professor Thompson.

The French Revolution and Napoleon. Professor Lingelbach.

Europe in the Nineteenth Century. Professor Lingelbach.

The Expansion of Europe in the Nineteenth Century. Dr. Scott.

Recent Problems of European History. Dr. Scott.

Imperial England. Professor Terry.

History of the United States: The Early Period, 1607-1783. Associate Professor Shepardson.

History of South America. Professor Lichtenstein.

Survey of Medieval, Economic and Social History. Professor Thompson.

The English Constitutional Monarchy and the Rise of the Democracy. Professor Terry.

The Constitutional History of the United States, 1760-1789. Professor McLaughlin.

The History of the United States, 1869-1877. Associate Professor Shepardson.

United States History: The New West, 1763-1830. Associate Professor Jernegan.

Problems in the Social and Industrial History of the United States (1750-1830). Associate Professor Jernegan.

The Theory and Principles of Federal Organization in America. Professor McLaughlin.

UNIVERSITY OF COLORADO.

Boulder, Col., June 25 to August 4, 1917.

Professor James F. Willard; Professor Lewis E. Meador, Drury College; Associate Professor Thomas M. Marshall, University of Idaho; Assistant Professor Carl C. Eckhardt; Assistant Professor Arnold J. Lien; Associate Professor Cephas D. Allin, University of Minnesota; Dr. Donald McFayden.

Athenian Democracy. Dr. McFayden.

Roman Empire. Dr. McFayden.

History of Modern Europe, 1300-1789. Assistant Professor Eckhardt.

French Revolution. Assistant Professor Eckhardt.

Teachers' Course in History. Assistant Professor Eckhardt.

Medieval English Institutions. Professor Willard.

Italian Renaissance. Professor Willard.

History of the Colonization of North America through 1763. Associate Professor Marshall.

General Survey of the Westward Movement. Associate Professor Marshall.

Diplomacy Connected with the Acquisition of Western Territory, 1803-1848. Associate Professor Marshall.

International Law. Associate Professor Allin.

American Diplomacy. Associate Professor Allin.

General Principles of Political Science. Assistant Professor Lien.

American Government (College Civics). Professor Meador. Studies in Contemporary Democracy. Assistant Professor Lien.

COLUMBIA UNIVERSITY.

New York, N. Y., July 9 to August 17, 1917.

Professor Benjamin Burks Kendrick; Professor Robert W. Rogers, Drew Theological Seminary; Professor Harry A. Sill, Cornell University; Professor Frederick J. F. Jackson, Union Theological Seminary; Professor James F. Baldwin, Vassar College; Professor Max Pearson Cushing, Reed College; Professor David Saville Muzzey; Professor Nelson P. Mead, College of the City of New York; Professor Isaac J. Cox, University of Cincinnati; Professor Frederic A. Ogg, University of Wisconsin; Professor Henry Johnson; Dr. William T. Morgan; Dr. J. Salwyn Schapiro, College of the City of New York; Dr. Birl E. Shultz, New York City Bureau of Municipal Research; Mr. Wallace E. Caldwell, High School of Commerce; Mr. Henry F. Munro; Mr. Joseph B. Locky; Mr. Dixon R. Fox.

American History. Mr. Caldwell.

Ancient History. Mr. Caldwell.

The Foundations of Modern Europe. Professor Kendrick and Dr. Morgan.

Modern and Contemporary European History. Dr. Fox and Dr. Morgan.

A Survey of American History to 1789. Mr. Fox.

The Ancient Orient. Professor Rogers.

Greek History to the End of the Peloponnesian War. Professor Sill.

Roman History to the End of the Republic. Professor Sill.

The Hebrews. Professor Rogers.

Introduction to Church History in the First Six Centuries. Professor Jackson.

The Historical Background of New Testament Times. Professor Jackson.

The Middle Ages. Professor Baldwin.

History of the Intellectual Class in Western Europe up to the Modern Scientific Movement. Professor Cushing.

The Protestant Revolt and the Wars of Religion (1517-1648). Professor Ogg.

The Development of Modern France. Professor Muzzey.

The Philosophic Movement in France in the Eighteenth Century. Professor Cushing.

European History, 1815-1870. Dr. Schapiro.
 The Constitutional History of England to the Seventeenth Century. Professor Baldwin.
 The American Colonies to 1763. Professor Mead.
 The United States, 1815-1850. Professor Muzzey.
 The United States, 1876-1914. Professor Kendrick.
 The History of Latin America. Professor Cox.
 The Expansion of Europe to the Close of the Eighteenth Century. Professor Ogg.
 Nationalism and Democracy in Europe Since 1870. Professor Schapiro.
 Seminar in American History; Territorial and Diplomatic Problems. Professor Cox.
 History of American Diplomacy. Mr. Munro.
 International Law. Mr. Munro.
 International Relations. Pan-American Relations from 1810 to 1864. Mr. Lockey.
 Contemporary Pan-American Relations. Mr. Lockey.
 The Teaching of History. Professor Johnson.
 Illustrative Lessons in Contemporary American History. Professor Johnson.
 Materials for the Study of City Government and How to Use Them. Dr. Shultz.

CORNELL UNIVERSITY.

Ithaca, N. Y.

Professor Bretz; Professor Olmstead, University of Missouri; Professor Lunt; Dr. Cunningham, of California; Dr. James Sullivan, State Historian of New York.
 American Government and Politics. Professor Bretz.
 American History. The Expansion of the United States Across the Alleghany Mountains, 1750-1848. Professor Bretz.
 Greek and Roman History. Professor Olmstead.
 The Near Eastern Question. Professor Olmstead.
 English History to 1485. Professor Lunt.
 English History Since 1815. Professor Lunt.
 Seminary in English History. Professor Lunt.
 Latin America; Social, Political and Economic. Dr. Cunningham.
 Methods of Teaching History and Civics in the High School. Dr. Sullivan.
 Studies in Local History. Dr. Sullivan.

DARTMOUTH COLLEGE.

Hanover, N. H.

Professor Henry W. Lawrence, Jr., Middlebury, Vt.; Professor William S. Ferguson, Harvard University; Professor Charles R. Lingley.
 History of Europe from the Renaissance to the French Revolution, 1300 to 1789. Professor Lawrence.
 History of the United States, 1815 to 1850. Professor Lingley.
 History of the United States, 1876 to 1916. Professor Lingley.
 Social History of England in the Nineteenth Century. Professor Lawrence.
 The Teaching of History in Secondary Schools. Professor Ferguson.

GEORGE PEABODY COLLEGE FOR TEACHERS.

Nashville, Tenn., June 14 to August 31, 1917.

Professor W. K. Boyd, Trinity College; Professor George Petrie, Alabama Polytechnic Institute; Professor Alfred I. Roehm, State Normal School, Oshkosh, Wis.; Associate Professor David Y. Thomas, University of Arkansas; Assistant Professor Guy E. Snider, College of the City of New York; Assistant Professor Gus W. Dyer, Vanderbilt University.
 Review Course in American History. Mr. Petrie.
 American Colonial History to the End of the Revolution. Mr. Thomas.
 American History, 1781 to 1865. Mr. Petrie.
 American History, 1865 to the Present Time. Mr. Thomas.
 People and Industries of South America. Mr. Snider.

Government and Politics in the United States. Mr. Dyer.
 Greek History. Mr. Thomas.
 Roman History. Mr. Thomas.
 Medieval History. Mr. Thomas.
 Modern European History. Mr. Thomas.
 English History. Mr. Boyd.
 Southern History. Colonial and Revolutionary. Mr. Boyd.
 Southern History, 1783 to 1860. Mr. Boyd.
 Selected Topics in American History. Mr. Boyd.
 History of the German People and German Kultur. Mr. Roehm.

HARVARD UNIVERSITY.

Cambridge, Mass., July 2 to August 11, 1917.

Professor Charles H. Haskins; Professor Edwin F. Gay; Professor William MacDonald, Brown University; Professor Archibald C. Coolidge; Professor George G. Wilson; Mr. Harold J. Laski.
 European History. Medieval and Modern. Professors Haskins and Gay.
 History of England. Mr. Laski.
 American Politics in the Nineteenth Century. Professor MacDonald.
 The Development of American Nationality, 1760-1917. Professor MacDonald.
 Historical Bibliography and Criticism. Professor Haskins.
 Factors and Problems in International Politics. Professors Coolidge and Wilson.

INDIANA UNIVERSITY.

Bloomington, Ind.

Professor James A. Woodburn; Professor S. B. Harding; Assistant Professor Albert L. Kohlmeier; Mr. Sherwood.
 Medieval and Modern History. Mr. Kohlmeier.
 American History: From 1492 to the Close of the War of 1812. Mr. Woodburn.
 English History: The Age of the Stuarts, 1603-1714. Mr. Harding.
 History of Modern Europe: The Revolutionary and Napoleonic Era, 1750-1815. Mr. Kohlmeier.
 Historical Method. Mr. Harding.
 Origin and Growth of the American Constitution, 1781-1801. Mr. Woodburn.
 American Diplomatic History: 1876-1914. Mr. Kohlmeier.
 Seminary in English History. Research. Mr. Harding.
 Seminary in American History. Research. Mr. Woodburn.
 American History: Introductory Course. From 1815-1915. Mr. Sherwood.

IOWA STATE COLLEGE.

Ames, Iowa, June 11 to July 21, 1917.

Professor L. B. Schmidt.
 Economic History of American Agriculture.
 American Government and Politics.
 Seminar in the Economic History of Agriculture in Iowa.

JOHNS HOPKINS UNIVERSITY.

Baltimore, Md., June 26 to August 7, 1917.

Professor E. J. Benton, Western Reserve University; Associate Professor H. V. Canter, University of Illinois; Dr. John Mez.
 American History, 1763-1795. Professor Benton.
 American History Since 1783. Professor Benton.
 European History from Charlemagne to the Eighteenth Century. Professor Benton.
 Roman History. Associate Professor Canter.
 International Relations. Dr. Mez.
 Introduction to the Study of World Politics. Dr. Mez.

UNIVERSITY OF KANSAS.

Lawrence, Kan., June 7 to August 15, 1917.

Assistant Professor Schurz, University of Michigan; Associate Professor Crawford; Assistant Professor Moore; Assistant Professor Melvin; Dr. Goodwin, High School, Oakland, Cal.

Later England: The political, economic and social history of England since 1485. Associate Professor Crawford.

Later English Institutions, treating of Tudor absolutism, the Reformation, the struggle between the Crown and Parliament, with special emphasis upon the nineteenth century, Associate Professor Crawford.

History of Latin America dealing with the history of Spanish and Portuguese America from the conquest to the present time. Assistant Professor Schurz.

Diplomatic Relations between the United States and Latin America. Assistant Professor Schurz.

American Government. A study of the development and actual working of American government, national and state. Assistant Professor Moore.

International Law. A survey of the principles of public international law. Assistant Professor Moore.

The Age of Depots, 1589-1789. Assistant Professor Melvin.

Napoleonic Europe, 1795-1815. Assistant Professor Melvin.

Development of the Pacific Slope. Dr. Goodwin.

History in the High School. Dr. Goodwin.

KANSAS STATE AGRICULTURAL COLLEGE.

Manhattan, Kansas.

Professor Ralph R. Price; Associate Professor I. Victor Iles; Assistant Professor Elden V. James; Miss Jessie A. Reynolds.

Beginnings of the American Nation (to 1815). Professor Price.

Westward Expansion (1815 to 1865). Professor Price.

American Government. Associate Professor Iles.

Teachers' Course in History. Associate Professor Iles.

English History. Assistant Professor James.

Civics. Assistant Professor James.

The Orient and Greece. Miss Reynolds.

The Modern World. Miss Reynolds.

LOUISIANA STATE UNIVERSITY.

Baton Rouge, La., June 7 to August 8, 1917.

Professor Milledge L. Bonham; Miss Margaret H. Schoenbrodt.

History of England. Miss Schoenbrodt.

Modern European History. Miss Schoenbrodt.

History of Louisiana. Professor Bonham.

Latin America. Professor Bonham.

Europe Since 1870. Professor Bonham.

UNIVERSITY OF MAINE.

Orono, Maine, June 25 to August 3, 1917.

Professor Colvin.

United States History. A general survey from 1877.

European History.

Graduate Course.

UNIVERSITY OF MICHIGAN.

Ann Arbor, Mich.

Professor Herbert Wing, Jr.; Professor Edward Raymond Turner; Professor Ephraim Douglass Adams, Leland Stanford, Jr., University; Assistant Professor Paul Van Brunt Jones, University of Illinois; Dr. Irving Day Scott.

Roman History. Professor Wing.

The History of the Levant from 521 B. C. to 387 B. C. Professor Wing.

Continental Europe in the Middle Ages. Assistant Professor Jones.

The Renaissance. Assistant Professor Jones.

A Survey of Modern European History. Dr. Scott.

The History of France from 1815 to the Present Time. Dr. Scott.

The History of Europe Since 1870. Professor Turner.

Seminary in Recent English and European History. Professor Turner.

History of the United States, 1815-1865. Professor Adams.

Seminary in English-American Diplomatic Relations During the Civil War. Professor Adams.

UNIVERSITY OF MINNESOTA.

Minneapolis, Minn.

Professor Guernsey Jones; Professor Jeremiah S. Young; Associate Professor William Watson Davis; Assistant Professor August C. Krey; Instructor William Anderson.

Modern Europe. Europe from the End of the Thirty Years' War to the Present. Mr. Krey.

Modern England from the Seventeenth to the Nineteenth Century. Mr. Jones.

History of the United States from 1789-1876. Mr. Davis.

Teachers' Course in History and Government. Mr. Krey.

Contemporary History of the United States, 1876-1912. Mr. Davis.

Industrial and Social History of Modern England. Mr. Jones.

Selected Topics in American History. Mr. Davis.

Selected Problems in English History. Mr. Jones.

American Government. Mr. Young.

American Municipal Administration. Mr. Anderson.

Comparative Government. A study of the government and politics of the leading countries in modern Europe. Mr. Anderson.

Business Law. Mr. Young.

UNIVERSITY OF MISSOURI.

Columbia, Mo.

Mr. Wrench; Mr. Kerner; Mr. Trenholme; Mr. Viles; Mr. Stephens; Mr. Shepard; Mr. Journey.

Medieval History. Mr. Wrench.

Modern History. Mr. Kerner.

Ancient History. Mr. Wrench.

English History and Government. Mr. Trenholme.

American History. Mr. Viles and Mr. Stephens.

Recent European History. Mr. Kerner.

The Renaissance. Mr. Wrench.

The French Revolution. Mr. Kerner.

Modern England and the British Empire. Mr. Trenholme.

American Social History. Mr. Stephens.

History of Missouri. Mr. Viles.

Seminary in Historical Research and Thesis Work.

American Federal Government. Mr. Shepard and Mr. Journey.

Contemporary International Politics. Mr. Shepard.

Municipal Government. Mr. Journey.

International Law. Mr. Shepard.

Seminary. Mr. Shepard.

NEW YORK UNIVERSITY.

New York, N. Y., July 2 to August 10, 1917.

Professor Heckel, Dean of Lafayette College; Assistant Professor Jones; Professor Sihler; Dr. McNair; Jamaica Training School for Teachers; Professor Kohl; Dr. Crecraft; Mr. Munro, Columbia University.

American Political and Constitutional History. Professor Heckel.

Contemporary American History. Professor Heckel.

History of Europe Since 1870. Assistant Professor Jones.

Modern European History. Assistant Professor Jones.

Economic History of England. Assistant Professor Jones.

Roman History. Professor Sihler.

Methods of Teaching Elementary History. Dr. McNair.

Principles of Secondary Education. Professor Kohl.

American Government. Dr. Crecraft.

Political Parties in the United States. Dr. Crecraft.

Current International Problems of the United States. Dr. Crecraft.
Municipal Government and Current Problems. Dr. Crecraft.
American Diplomacy. Mr. Munro.

OBERLIN COLLEGE.

Oberlin, Ohio.

Professor Louis E. Lord; Professor Lyman B. Hall; Professor David R. Moore; Professor Harley L. Lutz; Assistant Professor Harold L. King.
Ancient Government. Professor Louis E. Lord.
American History, 1789-1913. Professor Lyman B. Hall.
England Under the Tudors. Professor Lyman B. Hall.
Europe Since 1870. Professor David R. Moore.
South America. Professor David R. Moore.
International Relations. Assistant Professor Harold L. King.
American Government. Professor Harley L. Lutz.

UNIVERSITY OF PENNSYLVANIA.

Philadelphia, Pa.

Professor George M. Dutcher, Wesleyan University; Professor Frederic L. Paxson, University of Wisconsin; Professor James C. Ballagh; Professor E. M. Patterson; Dr. J. J. Van Nostrand; Mr. Edwin W. Adams, of the Philadelphia Public Schools.
Greek History from 431 to 338 B. C. Dr. Van Nostrand.
The British Empire of the Eighteenth and Nineteenth Century. Dr. Van Nostrand.
Europe Since 1814. Professor Dutcher.
The Era of the French Revolution and Napoleon. Professor Dutcher.
Recent History of the United States from 1877 to 1915. Professor Paxson.
History of the West from 1837 to 1873. Professor Paxson.
Current International Relations and Problems. Professor Ballagh.
Latin-American Relations and Caribbean Interests of the United States. Professor Ballagh.
Current Economic Adjustment. Professor Patterson.
Industrial Environment. Professor Patterson.
Economic Problems of the Community. Professor Patterson.
Civics. Especially adapted to the needs of Elementary School teachers, with demonstration as to methods of presenting the subject in the various grades. Mr. Adams.

PENNSYLVANIA STATE COLLEGE.

State College, Pa., June 25 to August 3, 1917.

President Sparks; Professor Zook; Dr. Martin.
History of England from 1689 to the Present. Professor Zook.
Civil Government in the United States. Dr. Martin.
History of Pennsylvania. Dr. Martin.
Economic History of the United States. Dr. Martin.
Teachers' Course. President Sparks or assistant.
Europe Since 1815. Professor Zook.
General European History. Dr. Martin or assistant.
European International Relations. Professor Zook.
American Foreign Relations. Professor Zook.

RUTGERS COLLEGE.

New Brunswick, N. J.

Professor Logan; Professor Greenfield; Dr. Knowlton, Central High School, Newark, N. J.
General History. History of Greece and Rome. Dr. Knowlton.
General History, dealing with the Feudal System, Culture of Middle Ages, Renaissance and Reform, Era of Revolutions, Main Points in the Progress of the Nineteenth Century. Dr. Knowlton.

Advanced European History. Professor Logan.
United States History. Professor Logan.
Advanced United States History. Course A. Professor Logan.
Advanced United States History. Course B. Professor Greenfield.
Advanced American History. Professor Greenfield.
Methods of Teaching History in the High School. Dr. Knowlton.
Civics. Course A. General outline of the whole subject. Dr. Knowlton and Professor Greenfield.
Civics. Course B. Similar to A, but consists of a more detailed study of certain topics. Professor Greenfield.
International Relations. Professor Logan.

UNIVERSITY OF TEXAS.

Austin, Texas, June 13 to July 26, 1917.

Professor Walter L. Fleming, Louisiana State University; Professor Robert P. Brooks, University of Georgia; Professor Eugene C. Barker; Assistant Professor Chauncey S. Boucher, Washington University; Adjunct Professor Thad W. Riker; Adjunct Professor William R. Manning; Dr. Milton R. Gutsch.
The Early Middle Ages, 385-814. Dr. Gutsch.
The Feudal Age, 814-1300. Dr. Gutsch.
The Transition from the Middle Ages to Modern Europe. Adjunct Professor Riker.
The Old Regime and the French Revolution. Adjunct Professor Riker.
Europe Since the French Revolution. Adjunct Professor Riker.
History of England Since 1763. Adjunct Professor Manning.
The American Colonies and the Revolution, 1492-1783. Assistant Professor Boucher.
Division and Reunion, 1860-1914. Professor Fleming.
Origin and Development of the Latin American Countries. Adjunct Professor Manning.
The American Revolution, 1750-1783. Assistant Professor Boucher.
Geographic Influences in History. Professor Fleming.
England from the Elizabethan Age to the Peace of Paris, 1763. Professor Brooks.
National Development and Expansion, 1783-1860. Professor Barker.
The formation of the Constitution. Professor Barker.
History of the South. Professor Brooks.

UNIVERSITY OF UTAH.

Salt Lake City, Utah, June 12 to July 21, 1917.

Professor Fellows; Professor Young; Professor Marshall.
Modern History, 1600-1800. Professor Fellows.
Medieval History. Professor Fellows.
Nineteenth and Twentieth Century. Professor Fellows.
Western History. Professor Young.
American Archaeology. Professor Young.
Political Science (American Civil Government). Professor Young.
American History, 1750-1789. Professor Marshall.

UNIVERSITY OF VIRGINIA.

University, Va.

Ancient History.
The Modern Age, Course 1, to 1789.
The Modern Age, Course 2, from 1789 to 1916.
English History.
United States History and Civics.
Civil Government in the United States.
Virginia History.
Review of United States History.
Review of English History.
Principles of International Law.
The Pacific Settlement of International Disputes.

UNIVERSITY OF WASHINGTON.

Seattle, Wash., June 16 to July 27, 1917.

Professor Edmond S. Meany; Professor Oliver H. Richardson; Mr. Samuel E. Fleming, Franklin High School, Seattle.

England Under the Tudors and Stuarts. Professor Richardson.

The Foundation and Growth of the Great Powers of Northern Europe in the Seventeenth and Eighteenth Centuries. Professor Richardson.

American History; Early National Periods, 1789-1829. Mr. Fleming.

The Crisis of Slavery and the Civil War, 1849-1865. Mr. Fleming.

Open Lectures in History: 1. Fremont the Pathfinder. 2. Breaking the Hudson's Bay Company Monopoly on Puget Sound. 3. Treaty of 1846. 4. Mexican War, 1846-1848. 5. Discovery of Gold in California. 6. Clayton-Bulwer Treaty, 1850. 7. Compromise of 1850. 8. Oregon Donation Land Law, 1850-1854. 9. Founding of Seattle, November 13, 1853. 10. Creation of Washington Territory, 1853. 11. Opening of Japan, 1853-1854. 12. Indian Treaties and Wars in Washington. Professor Meany.

WEST VIRGINIA UNIVERSITY.

Morgantown, W. Va.

Professor J. M. Callahan; Mr. Charles H. Ambler, Randolph-Macon College.

American International Relations: Latin American and Caribbean Interests and Policies. Professor Callahan.

International Law and Practice of Diplomacy. Professor Callahan.

Modern European History. Mr. Ambler.

United States History and Civics for Teachers. Mr. Ambler.

American Social and Economic History. Mr. Ambler.

UNIVERSITY OF WISCONSIN.

Madison, Wis., June 25 to August 3, 1917.

Mr. Boak, Mr. Sellery, Mr. Way, Mr. Root, Mr. Fish, Mr. Coffin, Mr. Chase.

History of Greece to the Roman Conquest. Mr. Boak.

Medieval History (395-1095). Mr. Sellery.

United States, 1830 to Present. Mr. Way.

History of the Roman Empire from Augustus to Justinian. Mr. Boak.

Medieval Civilization. Mr. Sellery.

American Constitutional History. Mr. Root.

Representative Men. Mr. Fish.

Revolutionary and Napoleonic Epoch, 1789 to 1815. Mr. Coffin.

History of Europe, 1815 to 1915. Mr. Coffin.

Teaching of History. Mr. Chase.

Supplementary Reading for Teachers of History. Mr. Chase.

Seminary in Colonial History. Mr. Root.

Seminary in American History. Mr. Fish.

Announcement has been made that the George Peabody College for Teachers in Nashville, Tenn., has received a gift of \$180,000 for a library building from the Carnegie Corporation of New York. The trustees of the library provided for a permanent annual expenditure upon the library of \$10,000. The Pedagogical Library collected by the old Peabody Normal School and by the University of Nashville was for many years the largest and best teachers' library upon the American continent. It now contains 50,000 unusually rare books.

Reports from The Historical Field

An elaborate description of Governor William Henry Harrison's conference with Tecumseh is given by Mr. Elmore Barce in the "Indiana Magazine of History" for March, 1917 (Vol. 13, No. 1). The same number contains articles upon the wilderness road and the national road, as well as other papers relating to Indiana history.

An illustrated pamphlet entitled, "Exploration of the West," showing pictures in colors by O. E. Berninghaus, has been issued by the Anheuser-Busch Company of St. Louis.

The March number of the "Mississippi Valley Historical Review" contains the following articles: "Southern Railroads and Western Trade, 1840-1850," by R. S. Cotterill; "The Separation of Nebraska and Kansas from the Indian Territory," by Roy Gittinger; "The Indian Policy of Spain in the Southwest, 1783-1795," by Jane N. Berry, and "Recent Historical Activities in the South and Trans-Mississippi Southwest," by Donald L. McMurry. Under "Notes and Documents" is given an account of the first council of the American city of Baton Rouge and an account of the state of affairs at St. Vincent in 1786.

"The A. L. Series of Historical Pictures," dealing with thirty incidents in English history, are now available in America through the firm of Denoyer-Geppert Co., 460 East Ohio Street, Chicago. This handsomely colored series of pictures, size 36 by 40 inches, furnishes excellent material for wall decorations in history class rooms. The complete set furnishes an interesting series of views of customs, life, and modes of warfare throughout English history.

Messrs. York & Son, of London, have added many new lantern slides to their list on "The Great War." The slides are sold separately and also in five lectures, "Why and How the War Began," "The Work of Aircraft in the Great War," "The Work of the Navy in the Great War," "The Work of the Land Forces in the Great War During the First Twelve Months," "The Work of the Allies During the Second Twelve Months of the Great War." The same firm has also issued over seventy lantern slide maps showing different phases of the war.

UNIVERSITY OF PENNSYLVANIA CONFERENCE.

During Schoolmen's Week, April 12-14, at the University of Pennsylvania, conferences were held of high school teachers in several subjects. The conference on history was presided over by Prof. Arthur C. Howland. The subject for discussion was "Recent Tendencies and Problems in History Teaching." Papers were read by Mr. Jacob W. Fisher, of the Ambler, Pa., High School; Miss Mary E. Doherty, of the William Penn High School, Philadelphia, and Prof. Herman V. Ames, of the University of Pennsylvania. At the conference on social studies, Dr. J. Lynn Barnard, of the Philadelphia School of Pedagogy, presided. The topic, "Social Science in the Fourth Year of the High School," was discussed at length by Dr. Arthur Dunn, of the United States Bureau of Education, and by Dr. S. B. Howe, of the South Side High School, Newark, N. J. Other participants in the discussion were Miss Mary W. Stewart, of the William Penn High School, Philadelphia; Mr. S. Howard Patterson and Mr. H. W. Hoagland, of the West Philadelphia High School, and Prof. E. M. Patterson, of the University of Pennsylvania.

NEW ENGLAND ASSOCIATION.

The annual spring meeting of the New England History Teachers' Association was held on Saturday, April 28, at Simmons College, Boston. A short business meeting was held, at which committee reports were made. The general topic for discussion was "Modern English History and Government." Papers were read by Prof. W. C. Abbott, of Yale University, and the Hon. S. K. Ratcliffe, editor of the "London Sociological Review." The officers of the association for 1917 are as follows: President, Margaret McGill, Newton Classical High School; vice-president, Harry M. Varrell, Simmons College; secretary-treasurer, Horace Kidger, Newton Technical High School; additional members of council, George M. Dutcher, Wesleyan University; Orrin C. Hornell, Bowdoin College; Blanche Leavitt, Rogers High School, Newport; Harriet E. Tuell, Somerville High School.

MISSISSIPPI VALLEY ASSOCIATION.

The tenth annual meeting of the Mississippi Valley Historical Association was held at the rooms of the Chicago Historical Society on Thursday, Friday and Saturday, April 26-28. The following program was provided: Thursday, April 26, 2.30 p. m., "The Value of the Memoir of George Rogers Clark as an Historical Document," by Prof. James A. James, Northwestern University; "The Coming of the Circuit Rider Across the Mountains," by Mr. W. W. Sweet, DePauw University; "Glimpses of Some Old Mississippi River Posts," by Louis Pelzer, Iowa University; "The Military-Indian Frontier, 1830-1835," by Miss Ruth Gallaher, Graduate Student, Iowa University. Thursday evening, April 26, 8.00 p. m., president's address; "The Rise of Sports, 1876-1893," Frederic L. Paxson, University of Wisconsin; reception tendered to the members of the association by the Chicago Historical Society. Friday, April 27, 10.00 a. m., "Fur Trading Companies in the Northwest, 1763-1816," by W. R. Stevens, Minnesota University; "The Collapse of the Confederacy: An Analysis of Certain Internal Causes," by Lawrence H. Gipson, Wabash College; "The Pioneer Aristocracy," by Logan Esarey, Indiana University; "Some Possibilities of Historical Field Work," by Franklin F. Holbrook, Minnesota Historical Society; luncheon to the association tendered by the Chicago Historical Society; paper, "Latin-American History as a Field of Study for Mississippi Valley Students," by Paul F. Peck, Grinnell College; business meeting. Friday, April 27, 3.00 p. m., session on historical pageantry, "Pageantry Possibilities," by Bernard Sobel, Purdue University; "Possibilities in State Historical Celebrations," by Harlow Lindley, Earlham College; "Nauvoo, a Possible Study in Economic Determinism," by Theodore C. Pease, University of Illinois; exhibit of the "Indiana" pageantry, through courtesy of Mr. Robert C. Lieber, Indianapolis, Ind., at the Selig Polyscope Company Theatre, 58 East Washington Street, northeast corner of Washington Street and Wabash Avenue, through the courtesy of Mr. Selig.

Friday, April 27, 8.30 p. m., "The Influence of the West on the Rise and Decline of Political Parties," by Homer C. Hockett, University of Ohio; "A Plan for the Union of the United States and British North America, 1866," by Theodore C. Blegen, Riverside High School, Milwaukee, Wis.; "President Lincoln and the Illinois Radical Republicans," by Arthur C. Cole, University of Illinois; "The Formation of the American Colonization Society," by Henry Noble

Sherwood, State Normal School, La Crosse, Wis. Saturday, April 28, 10.00 a. m., teachers' section program, arranged by Dr. A. O. Thomas, of Lincoln, Nebraska, past State Superintendent of Public Instruction; joint meeting with history teachers of Cook County; "The Principles of Progress Within the Subject Applied to High School History," by R. M. Tryon, University of Chicago; "Standardizing High School History," by Jonas Viles, University of Missouri; "Some Readjustments in the History Program," by O. H. Williams, University of Indiana; discussion. Saturday afternoon, April 28, an automobile tour of visiting members and their ladies through the Park Boulevard system of Chicago.

MIDDLE STATES ASSOCIATION.

The annual meeting of the History Teachers' Association of the Middle States and Maryland will be held in Philadelphia, May 4 and 5. The following program has been arranged:

FRIDAY EVENING, MAY 4, AT 6.30 O'CLOCK.

The Aldine Hotel, Chestnut above Nineteenth Street.
Subscription dinner.

FRIDAY EVENING, MAY 4, AT 8 O'CLOCK.

Ball Room, the Aldine Hotel, Chestnut above Nineteenth Street.

Subject, How far should the teaching of history and civics be used as a means of encouraging patriotism?

Speakers, Dr. Herman V. Ames, Dean of the Graduate School, University of Pennsylvania; Dr. William Starr Myers, Professor of History and Politics, Princeton University.

Discussion, Mr. Avery W. Skinner, Specialist in History, New York State Department of Education; Miss Louise H. Haeseler, Head of the History Department, High School for Girls, Philadelphia; Dr. W. H. Ottman, William Penn Charter School, Philadelphia.

Annual business meeting.

SATURDAY MORNING, MAY 5, AT 10 O'CLOCK.

High School Building, Girard College, Girard and Corinthian Avenues.

Subject, Should the curriculum in history for vocational students differ from that for academic students? If so, how?

Speakers, Mr. R. S. Beatman, Head of the History Department, Julia Richman High School, New York City; Dr. J. Montgomery Gambrill, Teachers' College, Columbia University, New York; Dr. Guy Edward Snider, College of the City of New York.

Discussion, Mrs. Mary E. Eastwood, Teacher of Salesmanship, William Penn High School, Philadelphia; Mr. Herbert J. Tily, Manager Strawbridge & Clothier, Philadelphia; Dr. Alfred C. Bryan, Head of the History Department, High School of Commerce, New York City.

SATURDAY NOON.

Luncheon tendered to speakers and members of the Association by Girard College.

SATURDAY AFTERNOON.

After the luncheon the guests will be invited to take a tour of the grounds and buildings.

BOOK REVIEWS

EDITED BY PROFESSOR WAYLAND J. CHASE,
UNIVERSITY OF WISCONSIN.

BARKER, J. ELLIS. *The Foundations of Germany. A Documentary Account Revealing the Causes of Her Strength, Wealth and Efficiency.* New York: E. P. Dutton & Co., 1916. Pp. 280. \$2.50, net.

This book is not a new edition of the same author's well-known book on "Modern Germany," but rather complementary to it. Most of the chapters have already appeared in "The Nineteenth Century and After," "The Fortnightly Review," and "The Contemporary Review." The author is a remarkably well-informed Anglicized German, an ardent admirer of German system and efficiency, but very hostile to German foreign policies of recent years. His great thesis expounded in this book is that the institutions of Prussia and the habits of the Prussian people of to-day were built up in the eighteenth century under the guidance of King Frederick William and of Frederick the Great. Hence to understand Prussianized Germany to-day one must study the history of eighteenth century Prussia.

Mr. Barker devotes his first and longest chapter to showing how the great rulers of the seventeenth and eighteenth centuries in Prussia built up their State. He summarizes thus: "Individually the Germans are very ordinary men. Collectively they have been amazingly successful because the whole power of the nation is organized, and can be employed against other nations in peace and war by an absolute sovereign. The secret of Germany's strength, wealth and efficiency may be summed up in a single word, Discipline."

Then Mr. Barker goes on to show how German diplomacy of recent years is closely modelled on that of Frederic the Great. He asserts that even the reasons advanced by the German government to justify the German invasion of Belgium in 1914 are not original. They are surprisingly like those Frederic the Great used to justify his invasion of Saxony in 1756. In his third chapter entitled, "The Policy of Bismarck and of William II," the author shows that the present Emperor has violated the principles of diplomacy and statecraft by which Bismarck united Germany.

These first three chapters comprise over half the book. The rest are shorter and less unified, though some of them follow out the main thesis. Several of them deal directly or indirectly with the causes of the war. Chapters 9-13 are documents in the original French to illustrate and prove statements made in the first two chapters. The book is readable and well worth the attention of Americans who wish their country to take an efficient part in the world war. For most high school pupils the books may be a little difficult in style and language, though the more mature may well use it to advantage.

CLARENCE PERKINS.

Ohio State University.

ANDREWS, MATTHEW PAGE. *Brief History of the United States.* Philadelphia: J. B. Lippincott Co., 1916. Pp. xlii, 368. \$1.00.

This book is intended for secondary schools, and is written by a teacher of history whose class-room experience has evidently helped him in both the selection of material and the presentation of it. The work is scholarly and excellent in its perspective and proportion. The style is clear, free from technical expressions, and interesting. Suggestions for additional reading are given in footnotes in connection

with the text. The illustrations are carefully selected. A valuable appendix and a good index help to make the book thoroughly serviceable. It is well adapted to the needs of the students for whom it is written. SARAH A. DYNES.

State Normal School, Trenton, N. J.

WOODBURN, JAMES ALBERT, AND MORAN, THOMAS FRANCIS. *Introduction to American History.* New York: Longmans, Green & Co., 1916. Pp. iv, 308. 72 cents.

The purpose of this book is to supply the European background for the study of American history in the grades. It carries out the suggestions of the "Committee of Eight," and is attractive in appearance and style. The first seventeen chapters show the contributions of the ancient world to the "new world." The period of discovery and exploration down to the settlement of Jamestown is covered in the last nine chapters. The treatment is in the main chronological. The book contains illustrations, good maps, and ten pages of suggestions to teachers. The book is well adapted to the needs of children in the sixth grade.

SARAH A. DYNES.

State Normal School, Trenton, N. J.

TEDDER, ARTHUR W. *The Navy of the Restoration from the Death of Cromwell to the Treaty of Breda: Its Work, Growth and Influence.* New York: G. P. Putnam's Sons, 1916. Pp. ix, 234. \$2.25.

The decade following the death of Oliver Cromwell is a period of moment in English history; for within it lies not only the readjustment of internal balances consequent upon the restoration of the kingship, but also the rise of England to an assured position as an imperial power. It is the period when English commerce reached out with renewed activity to the wide fields of overseas trade, when new colonies and trading companies were organized, and when a colonial-commercial policy was given definition and wide scope.

It is in this period that the place and importance of the navy as an integral part and necessary instrument in a career of expansion were appreciated. This trim little book covers the history of the navy during these decisive years of external growth. The essay covers not merely the navy as an actual fighting machine, but also the relation of this branch of national service to domestic politics. In two capable chapters there is an account of the navy as it was before the Restoration and the compelling part it took in the restoration of the Stuarts. Then follows an excellent chapter on the subject of naval administration, the spirit and position of the navy, its personnel, its serious defects in organization and equipment, and the attempts to remedy them, and the evil influence of the court and domestic politics upon naval efficiency. In actual sea service the account includes the operations of the navy in the Mediterranean and during the second Dutch War. The avowed exclusion of the expeditions to the West is due to limitations of time and space.

The spirit and method of the author are admirable, upholding the best standards of sound historical scholarship. Not the least excellent part of the volume is the bibliography which is consciously made an important part of the book and sufficiently comprehensive to serve as a guide to scholars in this field. The bibliography is also indicative of the solid foundation of Mr. Tedder's work. He has gone as far as possible to original sources, and with clarity and judgment he has picked out the essential points and woven them into a sound and readable presentation.

Even the "difficulties attending the correction of proofs under active service conditions" have revealed no glaring errors or omissions, and we earnestly hope that he may return to "happier circumstances" to carry on the work which he has so ably begun. WINFRED T. ROOT.

The University of Wisconsin.

HOLCOMBE, ARTHUR N. *State Government in the United States*. New York: The Macmillan Co., 1916. Pp. xii, 498. \$2.25.

The tendency of modern political thought in the United States is apparent in Prof. Holcombe's work which takes the extreme nationalistic view of the constitution, both historically and in its modern interpretation. The "book is designed to furnish a critical analysis of the principles of State government in the United States." The author discusses in part one the relations of the State and national government, the distribution of powers, and the location of sovereignty. In part two he treats of the origin and development of the State government, the original principles and forms of that government, and their evolution to those of the present. In part three is presented State government as it exists to-day in all its phases, with practical illustrations drawn from the experiences of the several States. In part four he examines the several proposed plans for State reform and the outlook for further improvement. Many interesting tendencies are shown; the great growth in the power of the executives; the peoples' growing distrust of their legislatures; the development of government by commission; and the constitutional convention as a uni-cameral legislative body. A valuable bibliography, classified by subject and accompanied by critical notes, is appended.

The style is cumbersome, and there are many ambiguous sentences which are due in many cases to the absence of punctuation. Too many technical expressions are assumed to be understood by the reader, as in the case of "preferential voting," which is referred to several times without being anywhere defined.

This book appears to be too difficult for the immature mind of the average high school student, a statement especially applicable to the first part which is largely given to a discussion of political theory. The part of the book devoted to the working of State government is easier to read, and would be comprehended by more advanced pupils. As a reference work for this class of students it could be used with profit. W. H. HATHAWAY.

Riverside High School, Milwaukee.

BOOKS ON HISTORY AND GOVERNMENT PUBLISHED IN THE UNITED STATES FOR FEBRUARY 24 TO MARCH 31, 1917.

LISTED BY CHARLES A. COULOMB, PH.D.

American History.

- Brooks, Robert P. *Conscription in the Confederate States of America, 1862-1865*. Athens, Ga.: Univ. of Ga. 420-442 pp.
- Knight, Lucian Lamar. *A standard history of Georgia and Georgians*. 6 vols. N. Y. & Chicago: Lewis Pub. Co. \$30.00.
- Lindley, Harlow. *Indiana as seen by early travelers [prior to 1830]*. Indianapolis: Indiana Hist. Comm. 596 pp. \$1.50.
- Lounsberry, Clement A. *North Dakota history and people*. 3 vols. Chicago: S. J. Clarke Pub. Co. \$30.00.
- Martzoff, Clement L. *Fifty stories from Ohio history*. Columbus, O.: Ohio Teachers Pub. Co. 254 pp. \$1.00.

- Miles, William. *Journal of the sufferings and hardships of Capt. Parker H. French's overland expedition to California [1850]*. N. Y.: Cadmus Book Shop. 26 pp. \$2.50, net.
- Miller, Edmund T. *A financial history of Texas*. Austin, Tex.: Univ. of Texas. 444 pp. (4 pp. bibls.).
- Minnesota Infantry, 1st reg., 1861-1864. *History of the First Regiment, Minn. Vol. Inf., 1861-1864*. Stillwater, Minn.: Easton and Masterman. 308 pp. \$2.00, net.
- Nadal, Ehrman S. *A Virginia village [reminiscences of Lincoln, Stanton, Lowell, etc.]*. N. Y.: Macmillan. 277 pp. \$1.75, net.
- New (A) *Vancouver journal on the discovery of Puget Sound, by a member of the Chatham's crew*. Seattle, E. S. Meany, University Station. 43 pp. \$1.00, net.
- North, Catharine M. *History of Berlin, Connecticut*. New Haven: Tuttle, Morehouse, Taylor Co. 294 pp. \$2.50, net.
- Pleasants, Sally M. *Old Virginia. [Ante-bellum reminiscences.]* Menasha, Wis.: G. Banta Pub. Co. 165 pp. \$1.25.
- Shoemaker, Henry W. *Early potters of Clinton County [Pennsylvania]*. Altoona, Pa.: Altoona Tribune Pub. Co. 37 pp. 25 cents.
- Siebert, Wilbur H. *The loyalist refugees of New Hampshire*. Columbus, O.: Univ. of Ohio. 23 pp.
- Stephens, H. Morse, and Bolton, Herbert E., editors. *The Pacific Ocean in history*. N. Y.: Macmillan. 502 pp. \$4.00, net.
- Taber, James R. *History of Unity, Maine*. Augusta, Me.: Maine Farmer Press. 144 pp.
- Tolman, George. *Early town records*. Concord, Mass.: Concord Antiquarian Society. 24 pp. 25 cents.
- Ware, Edith E. *Political opinion in Massachusetts during Civil War and Reconstruction*. N. Y.: Longmans. 219 pp. (7½ pp. bibls.). \$1.75, net.
- Whittaker, Milo L. *Pathbreakers and pioneers of the Pueblo region*. Pueblo, Col.: Franklin Press Co. 160 pp. \$2.50.
- Young, Robert K. *Tales of Tioga, Pennsylvania*. Wellsboro, Pa.: The author. 158 pp. \$1.00.

Ancient History.

- Chiera, Edward. *Lists of personal names from the Temple School at Nippur*. 2 vols. Phila.: Univ. of Pa. Museum. Each \$5.00, net.
- Olmstead, Albert T. *Assyrian historiography*. Columbia, Mo.: Univ. of Mo. 66 pp. \$1.00, net.

European History.

- Alexinsky, Gregor. *Russia and Europe*. N. Y.: Scribner. 352 pp. \$3.00, net.
- Gibbons, Helen D. *The red rugs of Tarsus; a woman's record of the Armenian massacre of 1909*. N. Y.: Century Co. 194 pp. \$1.25, net.
- Hazen, Charles D. *The French Revolution and Napoleon*. N. Y.: Holt. 385 pp. \$2.50, net.
- Kornilov, Alexander. *Modern Russian history*. 2 vols. N. Y.: A. A. Knopf. 310, 370 pp. (3½ pp. bibls.). \$5.00, net.
- Naumann, Friedrich. *Central Europe*. N. Y.: A. A. Knopf. 354 pp. (17 pp. bibls.). \$3.00, net.
- Novikova, Olga A. *Russian memories*. N. Y.: Dutton. 310 pp. \$3.50, net.
- Seven Years in Vienna (1907-1914). *A record of intrigue*. Boston: Houghton Mifflin. 268 pp. \$1.50, net.
- Smidovitch, Vikentii V. *In the war [memories of Russo-Japanese War]*. N. Y.: Kennerley. 381 pp. \$2.00, net.
- Stevenson, Capt. G. de S. C. *A century of war; a précis of the world's campaigns, 1815-1914*. N. Y.: G. E. Stechert. 133 pp. \$1.00.

The Great War.

- Allen, H. Warner. *The unbroken line; along the French trenches from Switzerland to the North Sea*. N. Y.: Dutton. 324 pp. \$2.00, net.

- Bang, J. P. Hurrah and Hallelujah; the teaching of Germany's poets, prophets, professors, and preachers; a documentation. N. Y.: Doran. 234 pp. \$1.00, net.
- Brittain, Harry E. To Verdun from the Somme. N. Y.: J. Lane. 142 pp. \$1.00, net.
- Bullitt, Ernesta D. An uncensored diary from the Central Empires. Garden City, N. Y.: Doubleday, Page. 205 pp. \$1.25, net.
- Cravath, Paul D. Great Britain's past. N. Y.: Appleton. 127 pp. \$1.00, net.
- Doty, Madeleine Z. Short rations; an American woman in Germany, 1915-1916. N. Y.: Century Co. 274 pp. \$1.50, net.
- Graham, Stephen. Russia in 1916. N. Y.: Macmillan. 191 pp. \$1.25, net.
- Great (The) War. Vol. 2. The mobilization of the moral and physical forces. Vol. 3. The original German plan and its culmination. Phila.: G. Barrie's Sons. 494, 500 pp. Each \$5.00.
- Hargrave, John. At Shvula Bay. Boston: Houghton Mifflin. 181 pp. \$1.50, net.
- Jones, John P. America entangled; the secret plotting of German spies in the United States. N. Y.: G. A. Laut. 224 pp. 50 cents.
- McConnell, James R. Flying for France. Garden City, N. Y.: Doubleday, Page. 157 pp. \$1.00, net.
- Mücke, Hellmuth von. The "Ayesta," being the adventures of the landing squad of the "Emden." Boston: Ritter and Co. 223 pp. \$1.25, net.
- Rockwell, William W. The pitiful plight of the Assyrian Christians in Persia and Kurdistan. N. Y.: Am. Comm. for Armenian and Syrian relief. 72 pp. (3 pp. bibls.).
- Souza, Charles de, Count. Germany in defeat. N. Y.: Dutton. 227 pp. \$2.00, net.

Medieval History.

- Davenport, E. H. The false decretals. N. Y.: Longmans. 111 pp. (3½ pp. bibls.). \$1.50, net.

Miscellaneous.

- American (The) Year Book, 1916. N. Y.: Appleton. 862 pp. \$3.00.
- Cronin, Gerald E. The South American wars of independence. Brooklyn, N. Y.: [The author]. 20 pp.
- Gray, L. H., editor. The mythology of all races. Vol. 6. Indian. Boston: M. Jones Co. 404 pp. (36 pp. bibls.). \$6.00.
- Latourett, Kenneth S. The development of China. Boston: Houghton Mifflin. 273 pp. (7 pp. bibls.). \$1.75, net.
- Laurence, Daniel. The truth about Mexico. N. Y.: N. Y. Evening Post. 30 pp. 10 cents.
- Waterman, Thomas T. Banelier's contribution to the study of ancient Mexican social organization. Berkeley, Cal.: Univ. of Cal. 249-282 pp. 35 cents.

Biography.

- O'Connor, John B. St. Dominic and the order of preachers. Somerset, Ohio: Rosary Press. 193 pp. 75 cents.
- Goldziher, Ignatius. Mohammed and Islam. New Haven: Yale Univ. 350 pp. \$3.00, net.
- Reed, M. Dr. Martin Luther's Leben. Chicago: Wartburg Pub. House. 270 pp. 35 cents.
- Singmaster, Elsie. Martin Luther; the story of his life. Boston: Houghton Mifflin. 138 pp. \$1.00, net.
- Tate, Gerald. Madame Roland. N. Y.: Fifth Ave. Pub. Co. 106 pp. \$1.00, net.

Government and Politics.

- Kettleborough, Charles, editor. Constitution making in Indiana. Vol. 1, 1780-1851. Vol. 2, 1851-1916. Indianapolis: Indiana Hist. Comm. 241 + 530, 693 pp. Each \$1.50.
- McCormick, Frederick. The menace of Japan. Boston: Little, Brown. 372 pp. \$2.00, net.
- U. S. Dept. of State. Diplomatic correspondence between the United States and foreign governments relating to neutral rights and commerce. N. Y.: Am. Soc. of Internat. Law. 491 pp. \$1.50.
- Weyl, Walter E. American world policies. N. Y.: Macmillan. 307 pp. \$2.25, net.

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of THE HISTORY TEACHER'S MAGAZINE, published monthly, except July and August, at Philadelphia, Pa., for April 1, 1917.

State of Pennsylvania, } ss.
County of Philadelphia. }

Before me, a notary public in and for the State and county aforesaid, personally appeared Albert E. McKinley, who, having been duly sworn according to law, deposes and says that he is the managing editor of THE HISTORY TEACHER'S MAGAZINE, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:
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"Latin America, Social, Political, Economic;" DR. CUNNINGHAM.

"Methods of Teaching History and Civics in the High School;" "Studies in Teaching Local History;" DR. JAMES SULLIVAN.

"Principles of Economics;" PROFESSOR DAVENPORT.

"Money and Banking;" PROFESSOR REED.

"Elements of Accounting;" "Interpretation of Accounts;" PROFESSOR ENGLISH.

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March 13, 1917.

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